

Sheffield poly staff to lose jobs

by David Jobbins
Some Sheffield City Polytechnic staff are to lose their jobs as part of a package of compulsory redundancies.

For the first time, it was confirmed that redundancies are being discussed this week although how many was not immediately clear. The principal, the Rev Dr George Tolley, dismissed speculation that it was as many as 120. Of the £400,000 cut which is faced by the polytechnic, about £175,000 must come out of the staffing budget.

While some polytechnics are plying to avoid redundancies, Sheffield is set to grasp the nettle in an effort to strengthen their long-

term future of the polytechnic. Even those polytechnic directors who have elected to go for freezing of vacancies, early retirement, and voluntary redundancy acknowledge they may be storing up problems for the future.

Dr Tolley said: "Although we are facing a cut which is less in cost and proportion than other polytechnics, we are trying to do it with a longer term view."

"At the moment we are discussing compulsory redundancies for the first time. Compulsory redundancies are now on the table for negotiation."

The short-term one-off cut is just a palliative. What we need to do is plan our courses and staffing

for the longer term."

Meanwhile union leaders were expecting the North East London Polytechnic would be brought to a standstill when staff met to consider action against threatened redundancies. There the meeting was called by the polytechnic's joint union committee in protest at cuts of £3m phased over 1980-81 and 1981-82.

Staff fear up to 140 jobs may go in 1981-82, and Miss Joan Koczek, assistant secretary for higher education for the National Association of Teachers in Further and Higher Education, told them they should resist forcibly.

At Brighton Polytechnic, which

faces a £750,000 cut equivalent to a loss of 4 per cent, it is admitted that it will be extremely difficult to make the savings required by East Sussex County Council without hitting staffing.

A thorough investigation of staffing levels is being carried out to ensure that a reduction in the size of the establishment will cause the least damage to the polytechnic's academic work.

NATFHE's executive is meeting this weekend to prepare a strategy to combat attempts to use premature retirement and similar schemes to avoid making proper redundancy declarations in accordance with the national agreement which requires one year's notice.

Funds plan 'height of madness'

There were mixed reactions to Government's new proposals to rationalize student union funding in each and every university. The House of Commons Education Committee on Education this week.

Describing the proposals as the "height of madness", Sir Alec Morrison, chairman of the Vice-Chancellors and Principals, said the union had already said the minister that such a move would "sow the seeds of defeat in each and every university."

There was already a feeling that the Government was quite deliberately a totally call on those resources.

The new arrangements, which will mean that the student union will have to raise its own funds, will come into effect in 1981-82. The Government's aim is to make the university's main budget self-sufficient, to enable each university to decide its own priorities and to avoid the Government's expenditure on student union activities.

National Union of Students' Trevor Phillips was cautious. "It leaves a lot for negotiation to ensure no internal conflict between unions and institutions," he said.

"Although it gives a guard to student union money, it does not mean that the right of students to democratically decide how to spend their money is lost."

The NUS is more concerned about the way the new proposals operate than over the money itself. The success or failure of the proposals will depend on whether the government intends to give the student union machinery to give student union money in how resources are distributed.

"Equally, we do know that there will be any local body which will be asked to take on the responsibility of raising money for the student union," said Mr Phillips.

The NUS is to hold talks with representatives of the student union principals and the government to discuss the proposals.

"If they are not forthcoming, we shall try to stop the proposals," Mr Phillips said.

The Committee of Vice-Chancellors and Principals is to press for a meeting with the Government Grants Committee on the subject of student union funding.

The universities have been asked to say what their strengths and weaknesses are, and if the financial situation is such that they are unable to protect their own interests.

Universities are now carrying out internal exercises to find ways of rationalising courses and departments in an attempt to save money.

At Lancaster, there is a department by department examination of costs and the question of possible amalgamations has been raised.

At the University of Manchester, the Academic Board, which includes a representation of the students, is to discuss the proposals.

At Bristol, budgets for all departments have been cut by 10 per cent.

V-Cs demand final say on courses

by John O'Leary

Universities would not necessarily cooperate with the Department of Education and Science in a "broad steer" of the subject balance in higher education, vice-chancellors told the Select Committee on Education this week.

The DfES view was only one to be taken into consideration in course planning, Sir Alec Morrison, chairman of the Vice-Chancellors and Principals, said. "We do not regard the DfES as the fount and oracle of wisdom," said Sir Alec, adding that the universities would want to look closely at any proposals before deciding on their attitudes.

In a paper to the committee, the CVCP said that universities did not have the right to pursue their self-interest but should determine the national interest and act on it.

The vice-chancellors were also reluctant to judge the social engineering to build up the proportion of working-class students. To depart from judgment based on applicants' performance to provide different classes has would be to tread on dangerous ground.

University courses and even whole institutions are likely to begin to close next year as a direct result of the introduction of full-cost fees for overseas students, the vice-chancellors told MPs.

Sir Alec denied that universities were being

planned about the effects of the new fees: "It is all very well to take the detached view but we have to deal with the course which is bleeding to death in front of our eyes," he said.

Some 15 courses are expected to close in October, 1981, at the University of Manchester, Institute of Science and Technology and at Oxford University. An opinion survey has revealed that postgraduate numbers from abroad might fall by up to 40 per cent. The university is planning to reduce the number of overseas students by up to 20 per cent.

Polytechnic directors agreed that the impact of the fee increases would be quite enormous unless the same number of overseas students could be recruited, which was unlikely. The worst effects would probably be felt in London and in the north-east.

The Association of Directors of Polytechnics also put sweeping proposals for changes in the management of higher education. They advocated the replacement of local authority funding of polytechnics by the Department of Education, the establishment of a national body to plan the whole of higher education and the granting of royal charters to enable some polytechnics to award their own degrees.

The submission by CDP also called into question the contributions of the colleges of higher education, which, it said, had no distinctive role and had diluted the polytechnics' well established regional role.

In their most revolutionary proposal the directors said: "The radical step should now be taken to remove from the polytechnics the parochial constraints which are a relic of distant practices and vested interests."

It was time to recognize the impossibility of local authorities either individually or collectively acting as arbiters of national needs for industry and commerce. It would seem logical, the directors said, for the Department of Education to remove the local authority contribution joining in partnership with the DfES so that national funding of polytechnics can be directed towards national purposes.

Officers of the Association of Principals of Colleges, who also gave evidence to the select committee, were sympathetic to the proposal in that it might provide desirable closer links with industry, although they thought their institutions might be keener to retain some local links.

The APC representatives also echoed the polytechnic directors' desire for national planning of higher education. The CDP said the "coupling of the local authority contribution and a national body with academic credibility and knowledge of other fields to look at the whole range of courses and make judgements on their values. The University Grants Committee had no direct remit for overall planning of the university system and a body straddling the binary line was desirable."

Trust provides cash for technical study centre

The Leverhulme Trust has agreed to provide £1,500,000 over five years to establish an independent Centre for the Analysis of Technical Change (CATC).

This follows discussions with the Social Science and Science Research Councils who have already approved the project and undertaken to support it for 10 years.

The new centre will produce analyses and suggest policies which will be independent of, but complementary to, those generated by government, industry and other interest groups. England will be given to policy issues related to the use of resources, technological change and scientific development.

The chairman of the proposed organization, committee and the executive director, Dr Michael Swann, chairman of the BBC and provost-elect of Oxford College, Oxford.

This governing board will consist of members from the three main

sponsors, from both sides of industry and from government and academic science. The director of the centre, who has yet to be appointed, will also be on the board and will have a staff of two or three assistant directors responsible for the work of research teams.

Altogether there will be about 20 professional and 10 supporting staff. The majority of the professional staff will be on secondment or will have joint appointments with universities, government establishments or companies.

The two research councils have each agreed to contribute £525,000 over the first five years starting in 1980-81, building up over that period from £250,000 in the first year to £250,000 in 1984-85. Subject to a satisfactory review of the centre's programme after five years they will commit more money for a further five years at the level of £250,000 a year or £1,250,000 over the period as a whole.



Sir Michael Swann, chairman of the BBC and provost-elect of Oxford College, Oxford, heads the team setting up the centre.

Academics asked to back strike

The Sheffield branch of the Association of University Teachers is to discuss a motion calling for financial support for striking steelmen.

An action group supporting the strike has written to all unions in Sheffield asking for help and the AUT committee has deferred a decision but referred it to a general meeting.

Although the AUT nationally is affiliated to the Trades Union Congress, it is unlikely that Sheffield members will agree to send a donation.

"The AUT is not a political union as such and our members cover the whole spectrum of the political party," said Mr Gwyn Rowley, secretary of the branch. "As a committee we felt that we could not take this kind of decision without it being up to individuals to contribute if they wish to do so."

I do not think that members will want to break away from their normal procedures in this instance. I think it would also require a two-thirds majority to make a payment of this type to individuals to contribute if they wish to do so."

The union's aim is to make the university's main budget self-sufficient, to enable each university to decide its own priorities and to avoid the Government's expenditure on student union activities.

The NUS is more concerned about the way the new proposals operate than over the money itself. The success or failure of the proposals will depend on whether the government intends to give the student union machinery to give student union money in how resources are distributed.

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Drop in awards for overseas students

A drop of 30 per cent in the number of new awards to be made by the Overseas Development Administration for 1980-81, partly due to rises in overseas student fees, is forecast in a memorandum submitted to a select committee on foreign affairs overseas development sub-committee this week.

This would mean that 3,000 fewer students than last year could be funded by the ODA whose estimated budget for 1980-81 has only risen from £22m to £24m. Of these 1,500 or more students would be directly affected by the rise in overseas student fees.

Mr William Dodd, chief education adviser, giving evidence for the ODA, said that it was making a study both of the effect of the fees rise on higher education institutions and the implications for its training aid programme, but no paper on the subject had been produced.

But he added that it was very difficult to make contingency plans as it was not clear exactly what would happen and what the effects would be.

He pointed out that he had gained some reactions to the increase during a recent visit to South East Asia. Some countries would continue sending their students to the United Kingdom as long as institutions provided the goods, but others would send students to Australia and New Zealand. Some thought that they would be forced to use cheaper sources and others proposed to send their students here earlier so that they could benefit from local authority grants.

Pressed by MPs as to whether a study of the political implications of the rise might have been made by Mr Robert Ainscow, (Labour) Secretary and principal financial officer, he replied that there was such a paper but was reluctant to produce it for the committee without consultation.

Kirklees pushes poly takeover

Kirklees Council has called out its three to seek possession of the three polytechnics in the region. Mr Mark Carlisle, Secretary of State for Education, to take over day-to-day running of Huddersfield Polytechnic for at least a year.

Talks to resolve the major row over alleged misadministration have foundered on governors' insistence that the region, Mr Ken Durrends, should take part.

What was to have been the first formal meeting between the five governors given power to act, and senior councillors, broke down after more than four hours of talks.

Mr Durrends left the meeting after 30 minutes and both sides held separate talks. Messengers carried their views from one group to the other. The talks finally failed when Mr Durrends rejected his fellow governors and the councillors.

The allegations arise from an audit report by Kirklees' director of finance, Mr Peter Sharmen. The five governors, including Mr Durrends, had been nominated to act over the issue by a special meeting on December 20. It was not until January 4 that Kirklees took a decision which would buy student and staff representatives, including Mr Durrends, from the talks.

The councillors, the leaders of the three party groups, and the deputy Tory and Labour leaders, are adamant that initial discussions cannot take place until criticisms of polytechnic staff when any member of that staff is essential.

In a statement they said that they deeply regretted the breakdown and would continue to work for a constructive joint investigation of the allegations.

The councillors were also angered by the polytechnic's staff, non-members, stating there were no grounds in the report to justify the suspension or dismissal of any staff.

They described this as "premature and ill-advised."

"Questions of the nature and extent of possible disciplinary procedures cannot be resolved until all matters raised by the report have been examined in detail and conclusions reached."

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Workers win hours cut

The 25,000 manual workers in the universities have won a settlement which includes a first public sector, group of 40 per cent reduction in the week, to operate this year.

Their hours will be reduced to 40 to 39 a week.

Accepted an increase in their pay from £6.03 to £6.25 a week, and an annual holiday payment which brings them in line with clerical workers and others.

NEXT WEEK

Rudolf Klein on social policy
Beginnings of the AUT
Bernard Crick on 'The Greeks'
Four pages of sociology book reviews
Dennis Welland reviews
London Yearbook

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UGC told to discuss funding

by Nigro Crenner

The Select Committee on Education has asked the University Grants Committee to give further consideration to the idea of a national body which would fund both the universities and polytechnics.

There have been private talks between the two bodies on the subject since Dr Edward Fuchs, chairman of the UGC said it would help to solve the problem of trying to advise on higher education when going on in the public sector.

Although the select committee is not necessarily endorsing the idea of a national funding body, and this is only one of a series of follow-up questions it has put to the UGC, there are many in the universities who think it will eventually come.

The universities would not greatly object to a general planning body but they would strenuously resist a change that would require them to follow certain courses.

In their interviews with the UGC the universities have been asked to say what their strengths and weaknesses are, and if the financial situation is such that they are unable to protect their own interests.

Universities are now carrying out internal exercises to find ways of rationalising courses and departments in an attempt to save money.

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National redundancy rules considered

by David Jobbins

Negotiations to draw up a new national agreement covering early retirement and redundancies in colleges and polytechnics may be reopened after a three-year lapse following talks this week between union leaders and local education authority representatives.

The new talks came from the National Association of Teachers in Further and Higher Education and reports that several education authorities were drawing up individual early retirement schemes on attractive terms which in some cases could disguise redundancies.

Leicestershire has written to all its lecturers over the age of 53 offering them the chance of retiring early with the pension they would have expected at 60. The scheme is expected to be taken up by substantial numbers of staff at Leicester Polytechnic, which plans to save £200,000 by not replacing staff who leave.

Middlesex Polytechnic has introduced a similar scheme for staff aged over 50 in an effort to cope with a £2.4m cut in its spending over the next three years. Several polytechnics are considering compulsory redundancies for teaching staff.

Leaders of the public sector lecturers' union are seeking urgent assurances from the local authority employers on 'careless redundancy procedures.

Attention was drawn to lecturers' fears and suggestions of substantial redundancies in polytechnics and colleges.

Mr Dawson also called on the local authority associations to confirm that existing agreements would be honoured.

"We wished to have their assistance in giving sound advice to authorities who might decide on wild courses of action under some pressure," he said after the meeting.

"The employees concerned where agreements have been reached, the national joint committee would expect them to be kept."

He made clear that if existing agreements proved incapable of coping with the developing situation, this union would want to negotiate a better one through the new council.

Union leaders expect the main pressure on jobs at polytechnics to come in the 1981-82 financial year. They are already working within the next couple of months how much they will be allocated from the advanced further education pool for that year.

With staffing budgets under growing scrutiny, education authorities are increasingly turning to early retirement schemes to help cut spending.

Hertfordshire has refused to consider an early retirement scheme because it is too expensive, according to the director of Hertford Polytechnic, Sir Norman Lodge.

Firecroft tutors demand reinstatement

Four tutors who were made redundant after Firecroft adult residential college in Birmingham was closed in 1975 will not be reinstated when the college reopens this autumn.

The new governing body, which will shortly be advertising for tutorial staff following the appointment of a new principal, says that the question of reinstatement does not arise as the reopening of the college marks an entirely new beginning.

Firecroft was closed nearly five years ago following student unrest. A government inquiry subsequently recommended the dismissal of the former principal Tony Corfield and the four full-time tutors, who were made redundant.

Now the four tutors, backed by their union the Association of Scientific, Technical and Managerial Staff, have written to the chairman of the new governing body, the Reverend Paul Clifford, asking for their jobs back.

The four former senior tutors Harry Newton, Trevor Blackwell, Bob Milson and Terry Murphy claim the college has a moral duty to reinstate their new teaching work will be available. They also feel that reinstatement will assist their names.

The governors over-reacted closed the college and had in the scapegoats for their own 'difficult' day," said Trevor Blackwell.

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City may have to sell college to meet cutback in cash

by Paul Flather

Liverpool City Council may be forced to merge or even sell one of its colleges of higher education to meet a £1,870,000 cutback on higher education.

College heads have been asked to examine "every means" in which money may be saved and the chairman of the city's education committee, Mr Sydney James, has called for detailed site values of a number of higher education colleges in the city.

Mr Sydney James said: "Clearly to sell off the site and premises of one of our colleges would be a major step. But there is no way out of this one. We are committed at present to a policy of no redundancies and we hope we won't have to change that. One of the options must be to merge some of the colleges."

Mr James was chairman of a working-party which examined the question of whether the City of Liverpool could survive a £1,870,000 cutback. The cutback comes

because of the Government's new ceiling on the higher education pool.

They say the calculations were "crude" and "unjust" and penalized the city for being economic in the past. Most other local authorities, they say, are faced with cutbacks of between 5 and 10 per cent.

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Mr James was chairman of a working-party which examined the question of whether the City of Liverpool could survive a £1,870,000 cutback. The cutback comes

The Foreign and Commonwealth Office has told the British Council to expect a further £3.9m budget cut over the next three years, bringing its total spending reduction to 20 per cent.

The new cut follows an 'inter-departmental Government inquiry into the council's work and a bound to result in a drastic curtailment of all its activities, and the loss of posts.

Areas at risk include the academic exchange programme, the provision of books and periodicals to overseas libraries and the sale of British educational goods overseas. Most of these activities have already suffered in previous spending reductions announced last year.

The combined effect of the new cuts with the old menu that the council's budget of £46m will drop to £37.5m. Some overseas offices may have to close as a result.

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Law graduates begin to feel the pinch

by Paul Flather
Law graduates face growing financial hardship in their aim to become solicitors and barristers. A new report published by the Association of Graduate Careers Advisory Services this week shows that more than a fifth of law graduates are receiving grants which are less than the mandatory awards set out in statute, and almost 10 per cent received no grant at all in 1979.

Grants for law students taking their final year professional exams or their preliminary common law professional exams are at present given at the discretion of local education authorities.

Dorset is one authority which has already decided not to give any more grants to law graduates as part of a general expenditure cut-back, and other local authorities may follow suit.

The report, based on a survey of almost 900 law graduates, reveals

that 166 (18.9 per cent) received a full grant, a further 524 (59.8 per cent) received a grant adjusted according to parental income. Some 81 students (9.3 per cent) received no grant and 97 (11.1 per cent) received some money, but less than the "full" level. Most relied on support from parents and relatives and on savings to see them through the course.

The problem of "poverty" did not cease off once law graduates had qualified and been taken on as articulated clerks, the report goes on. More than £2,250 a year—sometimes more than £1,000 less than fellow graduates working in industry or commerce, and this came after an extra year of full time study.

But those who managed to find work in the public sector in local government and the magistrature course—less than 10 per cent—were paid considerably more.

Questionnaires were sent out to more than 1,500 law graduates in April 1979 and the report was compiled by Mr Brian Read, Careers adviser at Sheffield University.

"This is the first time such figures have been collected and they show clearly that some students must be put off these courses if they cannot rely on sufficient backing. If you put up a series of obstacles which are easier for those with money to jump over, it would be unusual if they did not work in favour of the better off," he said.

All those who get on to these courses should be entitled to grants. But with local authorities faced by all sorts of financial constraints, it must be very tempting for them to cut more of these discretionary awards," he said.

The Law Society, the Council for Legal Education, which together represent barristers and solicitors,

and the careers advisory service, all made unsuccessful representations to the Government to include a provision in the new Education Bill allowing grants to be made—if necessary—by the DES.

Mr Christopher Snowling, secretary of the Law Society said some authorities had already decided to stop giving grants to law graduates. "But what is worrying is what will be put in place for education and training in the next year," he said.

Avon had made only a limited number of discretionary awards, Oxford were paying fees only, Northamptonshire were paying reduced fees and maintenance grant, and Cumbria and Leicestershire were among a number paying reduced maintenance grants.

Becoming a Solicitor, the Association of Graduate Careers Advisory Services, University of Sheffield, Sheffield (price £1 post free).

Climatology weathers the storm

British universities and other research centres must be encouraged to use contract funds from international climatologists, a Cabinet Office spokesman warned this week.

In a report, *Climatic Change*, the group, headed by the chairman of the Government "Think Tank", Sir Kenneth Berrill, concludes the United Kingdom and international research plans are adequate to understanding the climate.

"We have not identified any major gaps in research coverage," states the report from a team which included Sir Hermann Bondi, the former Lord of the Admiralty, and Sir John Mason, director general of the Meteorological Office.

However, United Kingdom researchers should make greater use of funds made available for a proposed five-year, £5m, climate research programme to be set up by the Common Market. The Natural Environment Research Council should be responsible for drawing attention of institutions to these opportunities," the report states.

In general, the group expects that modest climate changes will have little impact on Britain's economy. "We see no need for any new coordinating machinery or a formal United Kingdom programme on climatology."

But the report proposes that views of climatology studies be set up annually and that the group maintain in existence to provide a forum for this purpose.

The study, which was set up at the permission of the then Minister of State, Lord Callaghan, highlights the likely consequences of increases of 1 to 2 degC—an effect many people fear will result from increases in atmospheric pollution, particularly carbon dioxide.

"Estimates indicate that each rise of 1°C in mean annual temperature would mean demand for about 2 per cent saving £50 million a year at current prices," the report states. This would have to be balanced by increases in savings caused by melting glaciers and fences by 0.75 metres.

A Cabinet Office spokesman said the report's conclusions had been accepted by the Government.

BBC promises equal cuts all round

Cuts in educational broadcasting by the BBC will not be disproportionately higher than economies made to other radio programmes, the corporation said this week.

"This assurance followed reports that proposals to cut education broadcasting by as much as 50 per cent are to be submitted to the BBC's board of governors for next week's meeting."

The economies suggested by the BBC's managing director, A. Aubrey Singer, are to be made by cutting back on the number of schools programmes by up to 10 per cent, and adult education programmes by half.

Continuing education radio, which produced the highly successful literacy and language programmes, costs only about £500,000 and provides more than 300 hours of education for ten years.

However, this week the BBC's managing director, A. Aubrey Singer, said that the idea that education broadcasting will be singled out for especially heavy cuts can be ruled out.

The proposals to cut education broadcasting came as a bombshell to the educational broadcasting sector. The present funding of the BBC are now rethinking the proposals.

Open University programmes will not be affected by this round of cuts because they are paid for by the DES, but they may be cut if the BBC is to make any general programme.

Council row angers NELP director

by David Jobbins

The director of North East London Polytechnic, Dr George Brown, has told councillors from three east London boroughs that their failure to agree on the size of the cut the college must face in 1980-81 has put him in an impossible position.

It is virtually certain that representatives from Newham, Barking and Waltham Forest will not reach a formal agreement on the resources they can make available to NELP until March 29—only a few days before the beginning of the new financial year.

Dr Brown told the councillors it was impossible to plan until it was known what resources would be available. The director's forceful remarks came as the councillors failed to decide on a plan to phase a 10m cut in the budget over the two financial years 1980-81 and 1981-82.

Two boroughs—Waltham Forest and Newham—have still not met to approve the proposals. The third, Barking, has rejected its ability to make good the short-fall attributed to the "capping" of the advanced further education pool, and has asked for a further £800,000 cut in 1980-81.

Unions at NELP fear that cut-

backs of the scale envisaged will lead to the loss of up to 270 teaching and support staff.

A mass meeting of 800 workers from all five unions at NELP backed a package of measures including full consultations over the effects of the cuts on staffing. The meeting agreed to seek a no-redundancy agreement from the employers, and that individual unions should prepare a plan to safeguard members' interests. One possibility to be explored is a one-day strike.

The unions reject the idea that NELP is a burden on ratepayers. For example in 1978-79, the total contribution by the three boroughs NELP substantially to the authorities that year amounted to nearly £520,000. The unions estimate that the staff and students at the polytechnic generate at least £15m a year in terms of spending in the local economy.

Dr Brown said: "We cannot, in the time involved, make the savings required without the most appalling consequences for the polytechnic."

Dr Brown continues that a number of contingency plans were in hand—including one to meet the extra cut sought by Barking if it was finally agreed.

TUC to go ahead alone with £1m college

A full residential college to train full-time union officials is to be set up by the Trade Union Congress despite a refusal by the Government to contribute to the cost.

Mr Clive Jenkins, general secretary of the Association of Scientific, Managerial and Technical Staff, and chairman of the TUC education committee, said this week that the Congress would be asked to endorse the plan this year.

Premises have still to be found for the venture, but the TUC envisages a 100-bed college mounting short courses for the estimated 3,000 full-time union officials affiliated to the TUC. The country's 30,000 to 50,000 full-time shop stewards, tutors would be drawn mainly from trade union staff, but lecturers in higher education might also be offered secondments.

Mr Jenkins said the Labour government had offered to help finance a similar scheme several years ago, but the new Government had refused to do so at the present time.

As a result, the TUC has decided to go ahead alone, raising most of the funds through loans from affiliated unions. ASTMS has already decided to lend £250,000 for ten years.

"The national centre will provide a great boost to the education services available to trade unionists. It will allow us to do more in-depth

courses for union officers and for our key representatives. We will aim for—and we will get—the highest standards in this work," Mr Jenkins said.

Several trade unions—including the National Union of Teachers, the General and Municipal Workers Union and the National Union of Railwaymen already operate their own colleges. But the TUC believes there is still substantial demand for training in trade union skills which is not met.

Courses at the centre will include training in collective bargaining, employment law, using company accounts, dealing with industrial tribunals and relationships with the media. There would also be courses for senior staff, and stewards on industrial planning, industrial democracy and new technology.

An audience of 2,600 people from the world of education and the arts has been invited to take part in a TUC rally in April to promote the contribution of education and the arts to the quality of life. Mr Len Murray, general secretary of the TUC, and Mr Trevor Phillips, president of the National Union of Students, will be joined by George Melly, the jazz musician, and the Royal Shakespeare Company players, who will be performing free in protest at the cuts in education spending.

Poly governors warn council

Governors of Huddersfield Polytechnic have warned Kirklees council not to interfere in its affairs.

They are determined to fight a clause of the council's new Education Bill, from talks with the local authority on the audit report which led to allegations of mismanagement and an attempt by the authority to take over the polytechnic's day to day running.

In her first substantive comment on the affair, the chairman of the governors, Mrs Jane Carter said: "Interim audit report does not justify the measures the council has been advocating such as disciplining and/or dismissal of staff and the

taking of control of the polytechnic by council officers and members."

Exaggeration in the report was greatly resented, and she rejected the "totally erroneous impression" that the polytechnic was "riddled with corruption and incompetence."

Legal, accountancy and educational experts have advised the governors that the conclusions of the report and demands made subsequently by councillors are not justified. Mrs Carter said:

The factor has already been asked to respond to the allegations in the report and specify the action already taken to remedy any shortcomings.

Small colleges survival points to alternative

The ability of small colleges to overcome the obstacles to their survival will be a pointer to the fate of other sectors of higher education, including the universities, Mr John Barnett, chairman of the college principals' group, said.

Mr Barnett, delivering the Swadlow lecture at York University, said the case for institutions of between 1,000 and 2,000

students to be recognised as a group providing an alternative type of higher education.

"Thirty to 40 such institutions contributing some 40,000 to 50,000 places to the national provision would be a sector of no mean significance," he said.

The colleges and institutes of higher education had developed out of a century and a quarter of ill-defined, ill-achieved aspira-



Stuart Hopps (left) is to be "choreographer in residence" at the South Glamorgan Institute of Higher Education for three weeks from next Monday. Seen here rehearsing members of the Jumpers Dance Theatre, Mr Hopps will give classes and lectures to students in all subjects.

Quango hit by loss of top three staff

by Patricia Santinelli

The Department of Education's Further Education Unit, a survivor of the quango and civil service manpower cuts, is to be hit by a more insidious blow, the loss of its key staff.

The FEU, which was established in 1977 with the aim of contributing to the general development of further education curricula, is to lose both its director and two leading development officers.

Mr Geoffrey Milne, the director who has steered the FEU since its inception has been recalled from his secondment by the HMI six months earlier than expected because it would be more advantageous to his career.

Both the development officers' contracts run out in July. Mr Geoffrey Stanton, who has been the ministry of work on full-time pre-employment courses which resulted in the document *Basis for Choice*, has been recalled by the IEA. Mr Ray Thorogood, the second officer, has been mainly responsible for work on further education provision for the young unemployed.

The disappearance of these three staff is not only bound to leave an important gap in the operation of the unit but will also break the continuity of its work. Already the unit is refusing work for after the summer.

The coincidence of events has led to rumours of a conspiracy to reduce the unit's major role in the further education and vocational preparation field.

However, these rumours are strongly denied by the Rev Dr George Tolley, principal of Sheffield City Polytechnic and chairman of the FEU.

How a spy came back out of the cold

by Ngalo Crequer

The meeting of convocation at the University of London had probably never seen or heard anything quite like it. Called upon to discuss whether self-confessed spy Antony Blunt should keep his emeritus professorship, convocation resembled a cross between a Darby and Joan club and a boisterous student union meeting on freedom of speech.

For some weeks beforehand those that take the £2 necessary to record life membership of the organization had been kept busy by new members wanting to take part in the great debate.

The press filled up a bench on the front of the BBC took comfort in a ban on filming the event by catching people as they arrived and the university information officer was grateful it was not the weekend the rugby team was playing. The only thing missing of course, was the star, Professor Blunt, and he was not allowed as he is not a member of convocation.

Probably the happiest man was Dr G. E. Hunt, senior research fellow at the department of physics and astronomy, University College, who did a good warm-up job with his talk on "Exploration of the Solar System: the Earth in Perspective". But soon the debate began in earnest on the names of Hitler, Stalin, Nixon, Nunn, May, Vassall and Bingham were variously used to back up argument or made a point.

Professor Peter Lindsay, of King's College, who had to tread his way through a minefield of "stabby" and similar academic arguments, put forward the motion against Blunt. "He betrayed his trust for the most anti-social, anti-working class, anti-human ruling clique sitting in

Moscow." What if he had betrayed us for Hitler, not Stalin. It was the selective rage for which we should have contempt, he said.

"What about Nixon?" cried someone. "He was on our side" came the reply to general puzzlement. A Miss Rivinghall, of the faculty of theology, spoke up against. She had been in the war office for a time, military intelligence and then, of course there were things that could not be revealed. But now the scandal was out.

And what had happened made it obvious to her "that he gave more information to this country by his service than ever he did the other been done for this country but it was not revealed, probably, has cannot be revealed."

Dr Amplett Micklewright decided now was the time, at the age of 70, to make his maiden speech. He was against the motion. We were being asked to make up our minds on hearsay, on Mr Boyle's book and an "extraordinary" interview with a dying man ("and on his own confession," shouted someone).

If Professor Blunt had committed an offence as a judge, he would have been sent to jail, he said, bringing some majesty to the proceedings with his succinct summary: "It is a bad principle to impose an academic penalty for a non-academic offence." This suggestion raised a query. "How do I stand? I have not made up my mind?" "I suggest you might prefer to be seated until you have made up your mind," replied the chairman. The speeches continued. One man



Professor Peter Lindsay (right) and Mr Peter Waters leave London University convocation meeting last week after their motion to strip Sir Anthony Blunt of his Emeritus Professorship was defeated by 246 votes to 147.

suggested that if Nunn May had made public his information through a scientific journal rather than an embassy, he would have escaped censure.

Eventually the still undecided, but determined lady from Oxford, revealed as Miss Betty Conn, had her say. One reason for opposing the motion was that by degrading a person one was degrading the university, but on the other hand: "They were a pretty unsavoury bunch at that time," she said, referring to the Cambridge circle. "Not the sort of men you would like your daughter to marry" . . . or even your son," she added to general merriment.

The question to be considered was, would Professor Blunt have

been granted his distinction if he had known then what we know now. By this time there was some question as to whether there should be a vote or the debate should go on.

If the debate is to continue, will the clockroom remain open? a member asked anxiously. The chairman assured him he would not have to go home "in any unfortunate state."

Finally, the motion was put and carried by 246 votes to 147, with 23 abstentions. That Professor Blunt should keep his honour. With that a great many members of convocation, and the press left, and a much smaller body went on to debate another great issue of our time, overseas students fees.

Library chief calls for decision

An early decision on a new building for the British Library is absolutely imperative, Sir Harry Hookway, chief executive of BL said in his evidence to a select committee on education, science and arts last week.

He told MPs that for the last 25 years the library service had been under tremendous pressure and would eventually give way unless something was done. "Through the plans and design for the new library at Somers Town, Euston have been ordered, no final commitment to the scheme has been made by the Government," he said.

Pressed by MPs over the recent campaign being waged by a group

of scholars led by Professor Hugh Thomas against the move and for retaining the famous round Reading Room in the British Museum, Sir Harry said it would be impossible to retain it in its present location.

Sir Harry said a group was looking at new technologies coming on to the market which were likely to last for 20 to 50 years. "This British Library was already spending £1m of its £30m budget on research and development aimed specifically at the development of a better central library network. At the moment this was enough but some new technological developments might demand greater expenditure. However, this was not possible to forecast, he said.

MPs lobbied on fees

Lord Annan, Vice-Chancellor of the University of London and Dr Rosalind Franklin, of City University or to join a lobby of MPs later this month to protest against overseas student fee increases.

The lobby, which will take place on February 27, has been organized by the Association of University Teachers. Local members are seriously concerned about the threat to London institutions posed by the Government's decision to charge full-cost fees to overseas students from the next academic year.

Students demand safeguards on new union funding plan

Students from all over the country met in London tomorrow for an emergency debate on the financing of their unions following the emergence of new fears about the Government's proposals on the subject.

Having accepted the framework put forward last week by Mr Mark Carlisle, Secretary of State for Education, the National Union of Students is demanding safeguards on the operation of the system. Following two meetings of the NUS executive this week, the union proposed stiff opposition to the latest plans if guarantees were not forthcoming.

The source of their disquiet is a letter from Dr Rhodes Boyson, Under-Secretary for Higher Education, to Mr Trevor Phillips, NUS president, in it he appears to rule out national guidelines on the distribution of funds under the new system and makes clear that there will be no Government intervention in cases of dispute over student union funds.

In addition, he says there is no question of negotiation between NUS and the Government about sums to be made available for student unions, either to maintain the current level of support in the first year of the new arrangements or to

set norms subsequently. The new system would leave the negotiation of union funds entirely within the institutions concerned, the only external involvement coming from local authority representatives for polytechnics, and public sector colleges. Per capita fees would be abolished since student unions would become just one of the facilities to be paid for out of an institution's block grant.

After these fears, Dr Boyson's letter, Mr Phillips said he was alarmed at the prospect of bitter clashes between students, staff and university or college authorities over the allocation of cash and resources.

Now NUS is seeking urgent meetings with the University Grants Committee, vice-chancellors, polytechnic directors, local authority representatives and campus-trade unions to discuss the proposals. After these it is intended to make new representations to Ministers. They will propose that the legal independence of unions from college authorities is assured, that college funds for unions are earmarked within overall budgets with no possibility of a full say in local cut-backs, and that the establishment of a nationally agreed system for monitoring the financing of unions.

ONE DAY CONFERENCE

New Developments in Communications Study Skills Teaching

Focuses on City and Guild syllabus for the PE and FE with associated workshops. Speakers: John Kemp (Wellingborough), John Taylor (City and Guilds), North East London Polytechnic 22nd February, 1980.

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Overseas News

Worry over recruitment tactics

from Michael Binyon

MOSCOW Soviet academics are increasingly worried that many universities and institutes nowadays do not bother to advertise vacancies and pick new lecturers only from former research students and people already known to them.

A rector of a polytechnic recently told the Communist Party newspaper *Pravda* that public advertising of posts was becoming a mere formality and many teachers were now engaged virtually without competition. He said this artificially limited the institution's opportunity to improve the quality of its teaching staff, and led to complacency and inertia.

Citing the case of Saratov Polytechnical Institute in central Russia, *Pravda* said when there was a vacancy a brief advertisement was placed in a local paper.

A copy was sent to the research institute in Kirovograd in the Ukraine where a former research student was working. He applied and was immediately accepted. When *Pravda* asked the polytechnic's personnel director whether anyone else was considered, he said no other candidate had applied.

The paper said dozens of similar examples could be found in higher education institutes in any city.

"Need it be demonstrated how important it is for a competition to be a competition—a contest of scientific knowledge, the art of teaching and skill in lecturing?", the paper asked.

The problem was how to ensure a rigorous and objective selection when only one specialist applied for a post. If a candidate did present himself from some other quarter,

he was usually given a transparent hint that the post was taken but he was free to submit his credentials.

Soviet colleges and universities accept only those known to them because of the difficulties of getting rid of anyone unsuitable. As a result, applicants do not take public advertisements seriously, and generally ask whether the university has its eye on anyone in particular.

Public advertising is usually confined to a brief announcement in the local press, and no vacancy lists are distributed throughout the country, or even throughout the 15 soviet republics.

Professor A. Andryushchenko, rector of the Saratov Polytechnic, said the wish to pick an absolutely dependable candidate in advance was based on the fear of making a mistake.

"Instructors and scientific staff members are chosen for five-year terms. The term is guaranteed, and if no 'extraordinary circumstances' occur, no one has the right to question a person's suitability for the position he holds.

An instructor can give lectures brilliantly or just passably, do excellent or slightly below average work, and no one has any formal grounds for reproaching him."

The time had come, the rector said, for the Ministry of Higher Education and the Higher Certification Commission to draw up detailed requirements for specialisation of candidates for higher education vacancies.

Pravda said it had received a number of proposals for improvements in the system of academics. Many thought that annual certifi-

cation of the teaching staff was essential. This would be better proof of the employee's worth as an instructor and scientist.

At present one of the main yardsticks by which an institution was judged was the number of teachers with higher degrees and titles. *Pravda* wondered whether it necessarily followed that the higher the percentage, the better.

"It is no secret that institutes, for the sake of a high percentage of 'degrees' personnel, are sometimes obliged to retain people with inadequate teaching qualifications but who, on the other hand, have a Candidate of Sciences Diploma. The teaching process naturally suffers from 'perpetuation' of this sort."

There was no shortage of official instructions telling universities how vacancies should be filled. The trouble lay in the existence of exceptions to these rules, which frequently became the rule.

The regulations stipulate that a Candidate of Sciences cannot be elected head of a department for a second term. But there is a reservation: this is permitted in certain cases with the approval of the ministry or department.

So on the eve of the expiration of the terms of appointment of department heads who have not yet defended doctoral dissertations, thus qualifying for a PhD degree, rector's offices often start trying to obtain approval for the re-election of "good people."

"They are usually successful. As a result, *Pravda* said, the effectiveness of that competition rule, whose intent was to stimulate scientific research, was nullified. "Inertia and complacency on the part of a certain percentage of higher school pedagogues are encouraged, willingly."

Conference diagnoses but fails to cure

by John O'Leary

Three days of discussion in Paris last week revealed remarkably similar sources of disquiet among academics from 23 countries but produced few remedies.

The problems of diminishing financial support, popular disinterest or disenchantment with universities in particular and the declining attraction of higher education to the young were all identified as common traits. The need for greater co-operation with the outside world was universally accepted in order to provide a new impetus for higher education.

But an unwieldy gathering of more than 160 delegates who, with the exception of a nucleus of specialist advisers, were almost all academics or educational bureaucrats, was never likely to agree on a course of action.

Although the Organisation for Economic Co-operation and Development's conference was entitled Higher Education and the Community, only the British and Dutch delegations included members from the world it was hoped to serve. As a result, much of the argument centred on the nature of the community which the requirements from educational institutions.

Research carried out in several countries showed that popular awareness of the work of higher education and the availability of facilities in its institutions varied considerably but that everywhere there was scope for improvement.

Professor Eric Backstaal, of Wayne State University, Detroit, said there was "an ecological crisis" in higher education's relationship with the community, although Professor Arthur Brown, of Griffith University, Brisbane, said the ecological crisis was not as bleak and there was no need for panic.

A survey carried out by Professor Backstaal among a small but representative sample of American workers showed that respondents had no conception of what research was and knew little of the university and few ideas on the formation of links with it.

Professor Brown had found that lay members of the community did have ideas on the role they wanted universities to play and Professor Tors Umekvist, rector of the University of Turku, Finland, revealed that more than a third of those surveyed in Hiroshima had participated in some university activity during the previous year. But the majority of delegates accepted that institutions should adopt a new role.

It was left largely to the Business and Industry Advisory Committee to OECD to remind the conference of the dangers of too drastic a change. In initiating links and promoting activities with the local community, institutions should be careful to regard the considerable implications for public expenditure, which might place at risk their primary teaching and research functions and their existing relationships with industry and business, a BIAC paper warned.

The secretary of OECD produced the only formal proposals for conclusions, concentrating on greater harmonisation of policies among institutions in any given region and the development of a common framework to facilitate access by new groups. Delegates balked at the concept of co-ordination, fearing for the autonomy of institutions, but supported a change of balance in research so as to allow more applied work.

In doing this, Minister of Education Arle Pais had lessened the exclusiveness of the highly prestigious professorates, and laid the base for future economics in university research. Despite this, the new professorate will hardly be able to blend financial hardship with incomes more than £25,000 a year.

Up until January 1, the most prized posts in the Dutch higher education sector were those of "Kraamdocent" (literary translated as "senior lecturer"). This elite was subdivided into professors and lecturers for whom there is no real equivalent in the British higher education system, but they may be very loosely likened to Readers in the UK or Associate Professors at some American universities.

However, not all of the old professorate were happy about what some of them see as excessive watering of the wine.

Professor W. Slagter, the head of the faculty of economics at the Erasmus University in Rotterdam, in a letter to *Quaestio* (the only Dutch university newspaper), said that lecturers who do not possess the Dutch doctor degree should immediately present their doctoral thesis for examination or refuse to accept the title of full professor.

Number of graduates on the increase

by Günther Kloss

The Federal Education and Science Ministry recently predicted that the number of graduates in West Germany the number of graduates among the working population will reach 11 per cent in 1990, a rise has been continuous since 1970 when it was only 6 per cent.

The Federal Government, through a 50 per cent contribution to all higher education expenditure over the past 10 years, has increased substantially the number of graduates in the working population.

On the other hand there are difficulties in finding employment for these graduates. In 1979, 10 per cent of the graduates were unemployed, a figure likely to increase substantially during the next few years. According to the Nuremberg list of proposed closures, Mr. Francis Cammiers, the principal, had all the political expertise he had acquired during years of prominence in the National Association of Teachers in Further and Higher Education. By the time the final list was announced Rolle was the one college everyone expected to be re-opened.

It escaped with a reduction, albeit a severe one, in its initial teacher training places and was faced with the task of diversification to ensure its future. Now, like many another college, Rolle finds itself in the difficult position of having to build up numbers again while weathering further financial constraints. The "trough" of low numbers resulting from the winding down of teacher education poses a new threat as the college struggles to re-establish itself.

Since staffing has had to be reduced to maintain a realistic student/teacher ratio while diversifying courses were approved and subsequently launched, expansion to the point envisaged in the college's survival plan will be almost impossible while the Government's policy of level funding continues. Although the present complement of 550 students should be increased in the time, the peak of 845 is unlikely to be reached again.

Rolle is a classic example of the 1960s boom in teacher training, having been founded in 1948 as an

important source of trade especially during the winter months. There is little evidence of the traditional town/gown friction and the introduction of a number of overseas students has been so easily accepted that several spent Christmas Day with local families.

The university school of education, which as St. Luke's College

for *Political Quarterly* is an eminently respectable place to park their political analyses.

No, the magazine's troubles are neither money nor volume of contributions. They are its readership. The magazine's tradition of 50 years is left of centre, social democratic, administrative, Fabian, terribly sensible and dispassionate—and now faintly boring. The line from Sidney and Beatrice Webb, through the Fabians, to post-war reconstruction, 1950s ameliorism and 1960s good governance seems to have run its course. *Political Quarterly* seems a bit dusty, its circle of good and honourable social democrats a bit too tight, its choice of self-applauding contributors a bit too narrow. The current issue of the journal gives evidence that the *Political Quarterly* tradition has well nigh petered out.

The journal has prided itself on making trenchant interventions in debates about British politics. Now the tone is confused. The journal's founder is the distinguished London University academic, now long retired from active service, Professor William Robson pronounced Robson, Professor Robson is hurt and puzzled, to judge from his essay which opens the January-March issue, by the fact that all the great progress made in social and economic life in Britain since 1945 somehow has not registered with its readers.

They are still envious and discontented, the elite lacks civility and the trade unions are bawling. With genteel despair, Professor Robson, a lifelong socialist, hints that the behaviour of the trade unions during the 1978-79 winter of discontent required all honest men to vote Conservative. Is the *Political Quarterly*, faithful friend of Tony Crosland, to become Conservative?

Consensus politics, he replied, is the only way to survive another 50 years.

At the end of his essay in the journal he says: "Socialists must carry a testimony that some better, more fraternal and cooperative type of human relations is possible. Otherwise, what does it matter who can manage the declining economy better?"

What this means is opening up *Political Quarterly* to the further left. Provided they shied off their Marxist jargon, several of the *New Left Review*'s contributors would be welcome: Raymond Williams, Stuart Hall, Ralph Miliband and John Saville. For a journal that, at its best, embodies a "civilized middle-class discourse", Marxists would be quite a change.

And if the Marxists came, *Political Quarterly* would probably lose contact with practising politicians. Even though Fabian is in, the journal

will misspoken to attract both Tory contributors (though few to the right of Mr. Bill Deedes on the *Daily Telegraph*) and Labour readers. Sir Keith Joseph, Mr. Ted Heath and Mr. Patrick Jenkin are among its fans. If it lost touch with parliamentary politics, *Political Quarterly* would lose a large element of what distinguished it from its rivals, extremely dry journals of political science and public administration.

But *Political Quarterly* is unlikely to swing left. It has missed the radical Right's boat, failed to grasp whatever its wings of proletarian Liberalism there have been in recent years (though it is noteworthy that *Political Quarterly* escaped the imprecations of Mr. Arthur Seldon in his recent article in *The THES*). But *Political Quarterly* has another choice. Its founding fathers included J. M. Keynes, Ernest Barker, C. P. Scott; they were liberals who believed in an alternative to both Labour and Conservative. Could the *Political Quarterly* regain its lost vigour by running up the flag of a new centre party?

In the current issue, Professor David Marquand, of Saïd University, the former politician, casts his eyes at the magazine, but cannot quite bring himself to declare in favour of a new alliance of disaffected right-wing Liberals and Butskellite Tories. "It is a moot point," he says, "whether the British disease can be cured by reforming the established parties from within or by creating a new social-democratic party of the radical Centre." A moot point, but one which the editorial board of *Political Quarterly* is going to have to settle if this excellent journal is to survive another 50 years.

David Walker

Decision time for the one that got away

John O'Leary sees how Rolle College is weathering the numbers game

Probably the most celebrated case of an institution escaping with its life from the 1977 cuts in teacher training against the odds was that of Rolle College, Exmouth. The little Devon college forced itself into the public eye with an imaginative and ultimately successful campaign to defeat the Government's proposals to close it down.

Staff, students, the local authority and numerous supporters from the region took on the Department of Education and Science when it appeared on Mrs Shirley Williams' list of proposed closures. Mr. Francis Cammiers, the principal, had all the political expertise he had acquired during years of prominence in the National Association of Teachers in Further and Higher Education. By the time the final list was announced Rolle was the one college everyone expected to be re-opened.

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will misspoken to attract both Tory contributors (though few to the right of Mr. Bill Deedes on the *Daily Telegraph*) and Labour readers. Sir Keith Joseph, Mr. Ted Heath and Mr. Patrick Jenkin are among its fans. If it lost touch with parliamentary politics, *Political Quarterly* would lose a large element of what distinguished it from its rivals, extremely dry journals of political science and public administration.

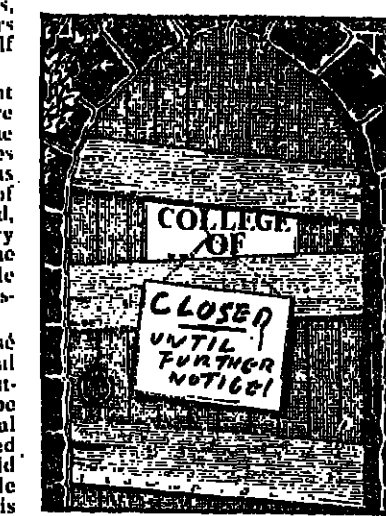
But *Political Quarterly* is unlikely to swing left. It has missed the radical Right's boat, failed to grasp whatever its wings of proletarian Liberalism there have been in recent years (though it is noteworthy that *Political Quarterly* escaped the imprecations of Mr. Arthur Seldon in his recent article in *The THES*). But *Political Quarterly* has another choice. Its founding fathers included J. M. Keynes, Ernest Barker, C. P. Scott; they were liberals who believed in an alternative to both Labour and Conservative. Could the *Political Quarterly* regain its lost vigour by running up the flag of a new centre party?

In the current issue, Professor David Marquand, of Saïd University, the former politician, casts his eyes at the magazine, but cannot quite bring himself to declare in favour of a new alliance of disaffected right-wing Liberals and Butskellite Tories. "It is a moot point," he says, "whether the British disease can be cured by reforming the established parties from within or by creating a new social-democratic party of the radical Centre." A moot point, but one which the editorial board of *Political Quarterly* is going to have to settle if this excellent journal is to survive another 50 years.

David Walker



The little Devon college is a classic example of the 1960s boom in teacher training.



once came close to merging with Rolle, now shares a common BED syllabus with both Rolle and the College of St Mark and St John. Their traditionally different specialisms ensure that the three institutions complement each other, rather than conflicting, and their increasing difficulty in finding places for students' teaching practice is due more to the contracting network of rural schools than a surfeit of training.

Rolle, with its expertise in the training of primary school teachers (traditionally, its mainstay), has been prepared to give up considerable amounts of time for the in-service degree and to retrain where appropriate. The college and the local authority, for their part, have been far-sighted in their operation of a staff development scheme. Again at the instigation of Mr Cam-

miers, normal staffing ratios were waived so that a self-financing scheme could be introduced, allowing each academic one year off in 10 for study leave. Six or seven lecturers at a time have taken advantage of the scheme to upgrade their qualifications or retrain to meet the demands of the new college structure, so that now three quarters of the staff have benefited.

The scheme, more ambitious than that in almost any other comparable institution, has done more than anything to enable the college to construct a viable programme of diversified courses with the confidence of the university.

The strength of the structure at present is in its interdependence, but herein also lies possible danger signals for the future. The staff establishment is kept up by teaching on various different courses; full-time education numbers are supported by the growing demand for in-service training; and overseas students prop up certain courses, particularly in the physical sciences. The collapse of one or more might produce a decline effect, endangering the whole.

If future national policies allow the college to carry through their plans for a viable programme of diversified courses, prospects for Rolle would appear to be good, at least in the medium term. Undoubtedly the college serves a genuine need in the area and provides its service economically. Mr Cammiers, for his part, has been prepared to give up considerable amounts of time for the in-service degree and to retrain where appropriate. The college and the local authority, for their part, have been far-sighted in their operation of a staff development scheme. Again at the instigation of Mr Cam-

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David Walker

Intelligentsia not used to best advantage

from Sue Masterman

VIENNA The Hungarian intelligentsia come from a broader social basis than before the war, and make their knowledge and talents available to a wider section of the community but are not being deployed to the best advantage, according to Bela Kopecki, acting secretary general of the Hungarian Academy of Sciences, in an article in the Hungarian publication *Magyar Nemzet*.

Mr Kopecki estimates the number of Hungary's intelligentsia today at 300,000 compared with 20,000 in 1945. Whether this increase is relatively large or not is a point of discussion, says Mr Kopecki who points out that there is a worldwide tendency in the increase of the intelligentsia.

In post-war Hungary 34 out of every 100 with academic qualifications were lawyers, 21 in the teaching profession, 13 technicians, eight agricultural experts and four economists. The number of agricultural experts has increased fourfold; there are six times as many economists and five times as many in the teaching profession. Nevertheless there is still a relative shortage of agricultural experts, and a glut of other academic specialists such as philologists.

The location of the Hungarian intelligentsia has also changed. At present 43 per cent live in Budapest, a third in the larger provincial towns and just over a fifth in the country. Formerly, according to Mr Kopecki, the intelligentsia were concentrated in the major cities and was represented in the village community only by the priest, the lawyer, the head of the local school, the doctor and the pharmacist.

Nowadays the intelligentsia in the cities mainly belongs to the group of lawyers and technicians, while those who are employed in education or the health services are spread across the country. Mr Kopecki notes fairly, however, that there are problems concerned with persuading doctors and teachers to settle in the smaller communities.

Seven times as many women can be classified as belonging to the intelligentsia compared with 1945. The number of men have increased by two and a half. Certain professions have also tended to attract more women. In 1970 57 per cent of the teaching staff, 38 per cent of those employed in the health services, 32 per cent of the economists

and 12 per cent of the technical intelligentsia were women.

Mr Kopecki says that this tendency, although worldwide, is specifically a development typical of the socialist system. So he says is the shift in the origins of those now counted as intelligentsia. In 1938 the fathers of 7.1 per cent of the intelligentsia were skilled labourers, 3.4 per cent unskilled labourers and 17.1 per cent farmers or farm labourers. Nowadays the fathers of 17 per cent of the intelligentsia in Hungary are skilled labourers, 9 per cent unskilled labourers and more than 20 per cent farm labourers.

The main reason for this development, the general availability of higher education to a broader social group, says Mr Kopecki. But, he continues, the Hungarian system is still far from offering equal opportunities to all.

The reason for unequal opportunities should, he argues, be sought in the fact that the socialist environment does not always inspire equally to further learning, nor does it always provide the same cultural basis, he says.

The creation of truly equal opportunities should, the writer says, be one of the main objectives of Hungarian politics. Mr Kopecki then touches on one of the most delicate questions in all Communist countries—the relationship between and the role of the intelligentsia and leadership.

The attitudes of political leaders with higher education has increased considerably during recent years, he says. Political power is exercised by the working class, but it is important that there should not be a rift between political leadership and masses. That is why the increase in the number of more highly educated and qualified political leaders is important.

That the present social and economic climate does not function satisfactorily for all members of the intelligentsia is attested at the end of the article. Seventy-two per cent of graduates in management have jobs in the sector for which they have been educated. The remaining 28 per cent have not. This leads to discontent and disillusionment.

Lastly Mr Kopecki points out that the intelligentsia, and particularly those in management, need far more education and training on communism with those they manage.

Professors lose status

Dr Arle Pais laid base for economists

From the beginning of this year a Royal Decree has allowed all Dutch "lectors" to use the title professor. However, they will receive no accompanying increase in salary and all new professors to be appointed will be placed on the old "lector" salary scale.

In doing this, Minister of Education Arle Pais has lessened the exclusiveness of the highly prestigious professorates, and laid the base for future economics in university research. Despite this, the new professorate will hardly be able to blend financial hardship with incomes more than £25,000 a year.

Up until January 1, the most prized posts in the Dutch higher education sector were those of "Kraamdocent" (literary translated as "senior lecturer"). This elite was subdivided into professors and lecturers for whom there is no real equivalent in the British higher education system, but they may be very loosely likened to Readers in the UK or Associate Professors at some American universities.

However, not all of the old professorate were happy about what some of them see as excessive watering of the wine.

Professor W. Slagter, the head of the faculty of economics at the Erasmus University in Rotterdam, in a letter to *Quaestio* (the only Dutch university newspaper), said that lecturers who do not possess the Dutch doctor degree should immediately present their doctoral thesis for examination or refuse to accept the title of full professor.

They abandoned their action after a meeting of Higher Education Ministers in The Hague, where the Dutch doctor degree should immediately present their doctoral thesis for examination or refuse to accept the title of full professor.

Students barricade principal

More than 100 second year bachelor of education students at the Kenyatta University College, part of the University of Nairobi, barricaded their principal, Mr J. K. Koinange, and other members of staff in the college administration block for several hours.

They abandoned their action after a meeting of Higher Education Ministers in The Hague, where the Dutch doctor degree should immediately present their doctoral thesis for examination or refuse to accept the title of full professor.

The students were protesting against a change in the conditions under which they would undertake their practice. They wanted to choose the schools where they would undertake their practice. Instead of being sent to a number of schools in the Nairobi area, they were also protesting against a reduction in the length of the practice period, from eight to six weeks to only six weeks.

Riot police were called in to break up the students' protest. The students were protesting against a change in the conditions under which they would undertake their practice. They wanted to choose the schools where they would undertake their practice. Instead of being sent to a number of schools in the Nairobi area, they were also protesting against a reduction in the length of the practice period, from eight to six weeks to only six weeks.

The Sheffield steel at the core of the AUT's modern structure

In 1919 a certain Mr Rudmose-Brown, lately resigned from the Admiralty, where he had achieved the rank of captain, wrote to the vice-chancellor of Sheffield University, to which he had now returned, to ask for an immediate increase in salary.

"On my return I find it practically impossible to maintain my house and support my family at my present salary (£300), which has never been raised since my appointment 10 years ago."

Unfortunately one cannot comfort the reader with an assurance that this plea or later ones were successful, as the archives at the university do not contain the replies.

But there is other evidence at least that the vice-chancellor, Dr W. Ripper, was sympathetic. In September of the same year, Professor J. A. Green, of the department of education, wrote concerning a Mr Vickers who had accepted a post at Nottingham which offered him £300 a year, compared with Sheffield's £200.

Professor Green wrote to the vice-chancellor: "It is hopeless to attempt to look for a successor at the salary we are paying him. I am distressed beyond my wits in the prospect of losing him in the coming session with all the new work that is likely to fall upon us. Can you advise me?"

The vice-chancellor wrote his own postscript on the bottom of the letter: "I telegraphed from Fatmuth (where he was presumably on holiday) to Mr Vickers £300 to stay with us," Ripper.

Mr B. H. Bentley eventually got a rise of £50 to take him to £350 a year, well below some of his colleagues, despite having given 23 years of service and being a head of department.

Professors' and lecturers' salaries varied greatly, not only between each other, but between different universities. Nevertheless, the methods of payment had, at least moved on from the former system, which consisted of a stipend plus a percentage of the students' fees.

In 1905 the then principal of Sheffield wrote to neighbouring universities to discover what staff were paid. The survey reveals that at Liverpool a mathematics professor was paid a salary of £375 plus two-thirds of students' fees, at Leeds his equivalent got £700, at Birmingham £550, at Durham College of Science £500, at University College, Bristol, £255 plus one-quarter of the fees, at Nottingham £400 plus £250 from fees and at Manchester £430 plus two-thirds fees.

The correspondence shows that vice-chancellors were anxious to find a system of payment which would reduce the differences between salaries, to prevent jealousies and make it all less haphazard. And they began to be aware of iso-

Ngaio Crequer on the early struggle by lecturers for a living wage

tuted moves by staff to form themselves into associations.

In February, 1918, Dr Ripper replied to a letter from Professor C. M. Gillespie of Leeds which had noted a move for the establishment of a University Lecturers' Association.

Dr Ripper said he knew of no similar move at Sheffield although he thought that such an association was inevitable. "For my own part however I should deprecate the idea that the first business of such an association is the subject of salaries. I am afraid this would give it the character of a trade union and I think that the salary question can be dealt with by united representation apart altogether from the formation of an association."

There is a united desire on the part of everybody concerned to improve the financial position of university staffs and it seems likely that the Board of Education will require universities to pay adequate salaries to competent men without the need of trade union pressure behind the movement.

But he goes on to say that there is room for an association of lecturers to join the Senate, the organization of the professors, for the purpose of discussing university matters and promoting the welfare of the university.

It did not take Sheffield staff long to catch up with their neighbours. According to an extract from the university's finance committee minutes, March, 1919, a letter was received from the Lecturers' Society. The terms of the letter are not made clear but it was resolved that it would be considered as soon as the Government "replied as to the amount of grant to be made to the university for the purposes of increasing salaries of staff."

In fact a Conference of University Lecturers, which was to lead to the establishment of the Association of University Teachers in June, 1919, first met in Liverpool in 1917. Its early tasks were to draw up a salary scale and to ask the universities to confer with their non-professional staff about the levels.

A proof describing the work and aims of the AUT mentions those subjects which demanded coordinated thought and discussion. These were the autonomy of the universities, adult education, extra-mural teaching, the relation between universities and industries and the methods of teaching.

OU's Third World arm faces amputation



David Seligman (third from left), a former OU/BBC consultant to the CICS, with participants in a distance learning workshop in India in October, 1978.

The substantial contribution of the Open University to the educational development of Third World countries is being seriously jeopardized by the demise of its Centre for International Cooperation and Services next month.

The centre, which was set up three years ago to expand the work of the university's overseas consultancy service, has failed to cover its costs.

Although the OU has promised to maintain a less costly mechanism, it will be forced to make a drastic cutback in its extensive programme of consultancy advice, workshops and information exchange.

This inevitable reduction in service will have widespread consequences in a number of countries which have relied heavily on the assistance of the centre's staff in setting up their own distance learning systems.

The growing dependence of developing countries on the expertise of the OU has been evident since its inception. The centre was founded in 1969. Within a very short time its rapid growth and evident success attracted worldwide interest and this was followed by a flood of requests for practical help.

Special interest has been generated in the Third World where rapidly increasing populations, rising human expectations and aspirations have resulted in a stream of students but a shortage of teachers, money and facilities.

But although every British university is expected to involve itself to some extent in international affairs, the OU found it was completely unprepared for the flood of demands which turned out to be far beyond expectation.

No resources had been allocated by the Government to enable the OU to respond to these requests for help, not to cope with the stream of overseas visitors—soon to number 1,000 a year—who began to turn up at the Milton Keynes campus.

Eventually in 1973 steps were taken to set up a small experimental consultancy service as a fee-earning enterprise, which would coordinate responses to requests for advice and assistance. Simultaneously an academic office for the OU was opened in the United States.

The man chosen to open the American office and subsequently head the consultancy service was Professor Michael Neill, who holds a chair in applied educational technology in the OU's Institute of Educational Technology.

Initially the only full-time member of the service's staff, he acted as a form of broker between overseas institutions and aid agencies, and academics within the university who had specific expertise.

Altogether over a three-year period the service organized more than 70 projects involving some 100 Open University staff working on assignments in 14 countries and participating in courses at Milton Keynes for another 18.

The sort of request received was usually specifically concerned with advice on planning and implementing distance learning systems. The first request received concerned the Free University of Tan, which was founded by the Iranian government. Help, advice and know-how was supplied over two years for a cost of about £140,000.

Subsequently the centre helped set up Allama Iqbal Open University in Pakistan and was involved in projects in Israel, Kenya, Arabia, Colombia, Costa Rica, Venezuela, Ecuador, and others.

As the main DES grant to the OU could not be used for external assistance, projects were funded either by the countries or through other arrangements with agencies such as Unesco, the (then) Open Development Ministry, the World Bank, the Inter-American Development Bank.

But by 1976 it became clear that the consultancy service lacked the resources to play a fully professional role.

"We had no research and development back-up. We had no information centre where we could gather together materials and weren't keeping abreast of the latest developments in the field of distance learning," says Professor Neill.

"In addition the service lacked a small core of experienced staff who could respond rapidly to demand. Under those circumstances, if the service got a request for a specialist at short notice, Professor Neill would have to pick up the head of the appropriate university unit to release a member of staff."

So following the recommendations of a working group, the university senate approved the setting up of CICS, which was financed by a three-year pump-prime grant of £200,000 from the Ministry of Overseas Development. By the end of this period, the centre was expected to become financially viable.

Its main objectives were: to be the university abroad in the contact with developing countries in the field of distance learning; to make this generally available to carry out practical research and development studies; and to provide for cooperation with other institutions through courses, seminars, exchange assignments, information changes and other activities.

The centre, under its director Professor Neill and deputy director Mr Tony Kaye, of the Institute of Educational Technology, had grown to include six full-time academic staff on secondment from the science faculty and the Institute of Educational Technology, and a number of part-time staff from other faculties.

The students enrolled in 1974 were 100. They were assigned to a number of projects, and then spent the first six weeks deciding their objectives, and then signed a contract outlining what they intended to achieve in the course.

In the remainder of their two years they followed two parallel schemes of study. In general studies, they worked together in groups on projects. In the first year, these included a study of enclosed green areas in London and a study from Inverness to Fort William by canoe.

In special interests studies, students worked individually on self-chosen topics; they were supervised by a tutor from another department in the polytechnic. Central studies work was assessed at the end of the programme.

Individual work was assessed by examining the products of the students' studies. These might be in the form of conventional essays or, more unusually, an exhibition or

Paul Ramsden and Keith Percy on the experience of independent study

Students who prefer to go it alone

Would students in higher education benefit from being given more choice over what they learn and how they learn it? Teachers in universities and polytechnics are fond of saying that the courses they provide are intended to encourage students to think for themselves, and that learning in higher education involves students taking more responsibility for their own studying than learning in school does.



Nevertheless, research into student experience of higher education undertaken during the past ten years suggests that many students feel they would benefit from more freedom to study independently, while there have been various attempts to provide more autonomy in learning—the development of project work in many science departments and the creation of the Open University are just two examples.

But only two institutions—Lancaster University and the North East London Polytechnic—have taken the radical step of setting up special departments in which students can decide for themselves what they want to learn.

What NIELP and Lancaster offer is different: and a new book, based on data gathered from the early years of both schemes, shows how different. Much project work and so-called independent reading in conventional higher education courses are highly structured and teacher-dependent; even in Open University courses (which typically provide for a great deal of individual study) the constraints of learning materials, content, and assessment methods allow little independence beyond a degree of student self-pacing.

At NIELP and Lancaster, since the early 1970s, some students have been able to choose what they want to learn according to their own goals and interests, and decide, to a large extent, the methods of learning they find more suitable.

The School for Independent Study at NIELP was established in 1973 to run a course leading to the award of a Diploma of Higher Education, a qualification recommended by a Government White Paper of 1972 which was to be equivalent in standard to the first two years of a first degree. Other colleges have since offered the DipHE, but the NIELP version was quite different from a conventional course.

The programme was highly innovative, and aimed particularly at students who were unlikely to respond to more traditional courses, especially mature students and those without the usual qualifications for university entry. Underlying its development was a belief in the need for courses which were more relevant to the needs of students and the local community than conventional courses, a belief which was part of the "polytechnic philosophy" articulated by NIELP in opposition to the traditional system of higher education which the polytechnic believes to be represented by the universities.

The new course was piloted through the relevant polytechnic committees with the support of some of the most influential staff in the polytechnic, including the director. Entry requirements, although fairly flexible, were lower than some of the schemes designed by the Council for National Academic Awards.

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orientation of the work. It was difficult for students to know if they were progressing satisfactorily.

Student anxiety was caused by uncertainty about assessment procedures, and the division of work into units (necessitated by the Lancaster degree structure) was, in the view of most students and staff, unnecessarily complex. Several students spoke of being isolated from other students in the academic community. In its early years the Lancaster School had little coherence as an academic entity in its own right.

Substantial changes have taken place in independent studies at NIELP and Lancaster since the evaluation work discussed above took place. At NIELP, where clearer objectives and assessment criteria have been set out, much more structure has been given to the whole course. Many DipHE students now go on to a BA degree in the School, for which selection is rigorous. There is also a part-time DipHE.

At Lancaster, the number of full-time academic staff has increased, and attempts have been made to give the school more of a communal identity—for example, a school assembly meets regularly, and students meet in seminars to discuss their work with each other. More guidance is given to students, and to students, especially in assessment matters, is now offered.

Have the two experiments been a success? We think they have. Both are no longer experiments: the Lancaster School of Independent Studies has been established as permanent by the university, and the CNA has approved the NIELP DipHE for a full five-year period, and marked the permanent value of Independent study by accepting the degree and part-time schemes.

In many cases the work produced at NIELP and Lancaster is acknowledged to be outstanding, and students who have successfully passed through the two schemes feel that they have gained much from their experiences. Graduates in independent study are to be found in a wide range of different occupations—ranging from the police force to self-employed creative work—and many have gone on to do postgraduate research into their chosen fields. Now that the initial difficulties in the schemes have been largely overcome, we feel confident in urging that Schools of Independent Study could profitably be established elsewhere.

What lessons can be drawn from the two experiments? Firstly, they throw light on the fate of radical attempts to innovate in higher education. Both schemes were subject to intense criticism and distrust from parts of their host institutions, and survived only because of willingness from their prime movers to adapt and to compromise. Nevertheless, mistakes or over-optimistic assumptions were made in the initial planning of both, leading to hardships for some students. Each school has shown itself able to respond to a learned commitment—especially from its students—and has adapted.

It is clear that some students at both places coped better than others with their freedom—other institutions planning such programmes ought to bear this in mind. It also seems true that notions of the philosophy and assumptions of such schemes ought to be presented to participating students and staff from the beginning, if only for them to react against, so that there is a common framework within which they can work. An almost complete lack of structure will be confusing for both staff and students.

Crucial issues for future independent study programmes are assessment and standards. At NIELP and Lancaster, students were worried about standards and the form their assessments would take, and about how their work compared with that of other students. To an extent, for all of them, it was the structure of assessment which determined the quality of the experience and enjoyment of independent study. And at neither institution was there evidence of a genuine movement towards student self-assessment.

The extension of independent study programmes may prove to be limited by the costs involved: by any measurable standards, courses which involve much individual supervision will cost more than conventional ones. The problem may be solved to some extent, as it has been at Lancaster and NIELP, by the voluntary, unremunerated, part-time help of members of staff from all parts of the institution.

The later developments at Lancaster and NIELP suggest that there has been a movement away from the early emphasis on spontaneity and pragmatism in independent study programmes to a more overt awareness of a need for structure and common practice. Independent study may come to be seen as two institutions: the university and the polytechnic, proudly pointing to their Schools of Independent Study as symbols of their innovative initiative.

The problems and issues we have raised do not detract from the value of these initiatives. As yet very little has been published about the questions of effective student learning which a still expanding system of higher education has yet to confront.

Independent Study: Two Examples from English Higher Education, by Keith Percy and Paul Ramsden, is published monthly by the Society for Research into Higher Education.

The authors are at the Institute for Research and Development in Post Compulsory Education at Lancaster University.

BOOKS

Suffering their exile gladly

The London Yankees: portraits of American writers and artists in England 1894-1914
by Stanley Weintraub
W. IL Allen, £7.95
ISBN 0 491 02209 3

There are historical grounds for seeing a period of expatriation as indispensable to American literary excellence. The statement is easy to make, the reasons are less easy to define in terms other than the unacceptably simplistic, and the first steps towards a full understanding of the phenomenon require reconnaissance of its nature and its extent by the literary historian. In recent years much useful descriptive work has been done in this area and Stanley Weintraub now directs our attention to a period that has been less fully (and less sentimentally) documented than the generation of the 1920s which, if it was ever really lost, has been altogether too successfully and too exhaustively re-found. The number of major American writers, as well as minor ones, who, in the 20 years immediately preceding the First World War, spent some time in residence in England will probably come as a surprise to many readers, as will the ramifications of their interaction with one another that are unfolded here, and their impact on the life of literary London.

Henry James comes all too instantly and insistently to mind as the most firmly entrenched and the only one who covers the two decades, but others who spent a significant time here include Mark Twain, Bret Harte, Harold Frederic, Stephen Crane, Ezra Pound, Robert Frost, and T. S. Eliot, together with lesser figures such as Pearl Craigie (John Oliver Hobbes), Henry Harland ("Sidney Lusk"), and founder of *The Yellow Book*, Howard Sturgis, Logan Pearsall Smith, John Gould Fletcher, and many more. Add to these major artists such as Whistler, Sargent, and Epstein, as well as Edwin Abbey and Joseph Pennell, more famous in the day than now; writers such as Wyndham Lewis of *Blast* and Frank Harris, both of whom might be called, on different grounds, near-Americans; shorter-term visitors from France, like Henry Adams and Edith Wharton; or from America, like Amy Lowell and Conrad Aiken: small wonder that Ford Madox Ford spoke of it all as "in a sense another foreign invasion."

Only William Carlos Williams, this time going against the (expected) American grain, declared himself "glad to get away" from this "intense literary atmosphere," adding in the extreme, "I don't know how Ezra Pound it, with his energetic, generous, and generally perceptive promotion of his protégés and friends, seems almost to have created it. James and I, in Mr. Weintraub's presentation, sit like spooks at the centre of this web of the two decades respectively."

It is natural that the study should terminate in 1914. The American Ambassador in London probably spoke for many of his



A contemporary cartoon shows Henry James reaching out for a mythical Europe.

comparisons in saying that the war made nonsense of "the idea that we were brought up on, that Europe is the home of civilization in general", and it tested the loyalties of many of the expatriates. James was the exception in taking British nationality and was much criticized for it. Amy Lowell insisted that "England is still the mother-country of most Americans", but she thought neutrality the proper stance for Americans and joined the exodus to the United States, perhaps anticipating Henry Adams's 1915 view of that country as "so impoverished that we need every intelligence at home... instead of being wasted abroad."

Wisely Mr Weintraub extends his narrative beyond 1914 in a short retrospective. Some readers might have welcomed a symmetrical prologue, sketching the pattern of expatriation before the period opens, for 1894 as a starting-point seems a more arbitrary choice, any coast he actually begins in 1896 with Mark Twain's arrival in London after his neo-christian world lecture tour, and thus allows anyone unfamiliar with Clemens's life to assume that this was his first experience of the capital. Literary expatriation indisputably increased in the period in question, but it was by no means unprecedented in the 30 years since the Civil War, and allusion to what would have been helpful.

The London Yankees is only a record of what was, but the author deals, delightfully but not inaccurately, in his preface, and a very readable and informative record it is. Its value lies less in the production of wholly new material than in the painstaking and ingenious collation of material from a large range of sources, familiar to specialists in more limited areas, and in the manner that it discloses in this newly woven carpet.

The subtitle indicates that its terrain is England rather than narrowly London, and one could quibble that its dramatic personae are not all strictly Yankees except by a definition such as Allen Tate's, "All are born Yankees of the race of men", but the title has a promising directness that the text does not belie. There is a wealth of anecdote on a range of subjects, much of it easily unfamiliar, and the characters, though not presented as separate entities, are by no means identified. Stephen Crane's attributes in residence in London with the life of a "chubby" figure

(often prematurely) within the period all combine to give a somewhat elegiac note to much of this expenditure of energy, it is not inconsistent with the unambivalence of the expatriate position. James once wrote, "The mixture of Europe and America which you see in me has proved disastrous. It has made of me a man who is neither American nor English. I have lost touch with my own people, and I live alone," and one is tempted to append the phrase of Eliot's *magnus*: "With an alien people clutching their gods". Pound puts it with more robust stoicism: "If a man's work requires him to live in exile, let him live in exile, let him suffer for enjoy his exile gladly." And here we come to the crux: in what ways did these men's work require them to live in exile?

A record of what was may not have time to inquire too closely into why it was. Pound rationalizes his own case characteristically: "The only way I could educate the educable minority in the United States was to come to London", but that rather begs the question.

His claim that America "was still a colony of London so far as culture was concerned" has some validity, and these expatriates were in some respects drawn to the fountain-head, but they were drawn by different motivations, at different stages of their careers, and to different Londons. Mark Twain, aging, exhausted and bankrupt, wanted a seclusion so complete that, for as long as he could, he conducted his affairs through his London publisher rather than have his address known even to his friends, let alone to his creditors. Stephen Crane, though ostensibly on his way to a war-reporting job in Greece, was exorcising himself from an embarrassing family situation over his "wife". Younger than Clemens, but in even worse health, he responded in some ways more positively to the new environment perhaps because it was new to him. Their work did not require them to live in exile and it can be argued that the work of neither benefited significantly from it. It may be appropriate to invoke a useful distinction that Mary McCarthy drew some years ago between exile and expatriation: the exile is more deeply committed to the idea of returning to his native land.

London and his English friends gave Mark Twain some solace in his bereavement and his anxieties about his health. In America in 1896-97 in a way that had not been on his earlier visits and would not be on his later. On those occasions he could rely on his friends and could, with fewer inhibitions, feed the ambivalence of his feelings about England in the social contexts that he enjoyed but which the conventions of mourning and his own state of mind denied him in the mid-1890s. The earlier visits had provided a far greater stimulus to his creativity.

Dramatic circumstances affect the issue in other ways. Pound was single when he came, and he married over here: that gave him more latitude than Frost, who arrived with a family that found

their sojourn far less congenial and liberating than he did. Were the expatriates more or less committed to the life of the expatriate? Bret Harte may have been shrewd in keeping his wife firmly in the States, and allowing him to live in social life benefited him by an means clear that his writing of *Publishing history* comes under consideration, too. If, as seems to have been the case with many of these expatriates, it was easier to secure publication in this country than across the Atlantic, what were the reasons for this and how beneficial was it to their work?

At any level higher than curiosity, our interest in these men is as writers. What we want to know is how their English experience was reflected in their writings and how it affected their writing. The first is the easier question to answer, but even that varies. James we can generalize, probably too facetiously, about the international theme. With Pound we can identify the different cultural influences to which friendship with Yeats or Hulme exposed him, we can point to poems in *Riposte* and *Lustra*, not to mention *Hughes in Maudslayi*, that he could not have written without having lived in England. Frost, on the other hand, makes so little direct use of his poetry of his experiences in England that many readers will enjoy and appreciate his poetry without realizing that he ever left his native land. To restrict to his friendship with Edward Thomas the benefit of his English years, and if so, with what accuracy can the effects of his friendship be identified in his poetry? That these years brought about an important contact with Pound complicates the question still further.

To say that *The London Yankees* stimulates these and many more such questions rather than answers them is only to recognize the justifiable limits to what can be effectively accomplished in a book of even these dimensions. In the preface Mr Weintraub suggests that "questions are answered, if only implicitly, in these pages. Had he attempted to answer them explicitly, or to answer them in a book, would have lost some of its narrative thrust without compensating gain. Some of the questions, indeed, may not be really answerable, but they persistently and in a way they are central to the study of American literature. American writers since the early nineteenth century have been ready to disparage their country as a "colony of London" so that as culture was concerned, the relationship is more complex than that. William Dean Howells was nearer the mark when he reminded his compatriots in 1899, were "distressed by the ghastliness of our authors' dependence on the folk-lore of Red Indians, but was... a complete English literature, and of the English literature, independent of our independence. Whether that final clause is good or merely cryptic is open to debate, but it is, surely, to put the issue on a more constructive footing, and is not simply an anticipation of Philip Radin's *Paleface* and Redskin antithesis, useful as that can still be.

Concepts of symbols need perhaps to be invoked and elaborated not by grand rhetorical speculation but by patient speculation about individual examples along the lines that these questions suggest. Stanley Weintraub has done this with discrimination on the work of many specialists who have concentrated on particular authors. By bringing these materials together, he brings to our attention new configurations, he may, it is to be hoped, have encouraged other specialists to re-examine, at the very least, their own work, and the larger problems involved, and to chart more accurately the currents that flow between our two literatures. There is still a lot of vital work to be done in these waters.

Dennis Welland

Dennis Welland is professor of American literature at Manchester University.



Mark Twain's "The Queen outside Mr. Sprague's".

BOOKS

Subtle process of conditioning

Pavlov
by Jeffrey A. Gray
Fontana, £1.25
ISBN 0 00 684304 X

Pavlov's contribution to psychology was twofold. He was the first to appreciate that brain mechanisms subserving behaviour could be inferred from the study of behaviour: by examining the relations between the inputs and outputs of a system, it may be possible to specify the nature of the system itself. It is ironic that this approach to explaining behaviour, which marks out the psychologist from the physiologist, should have first been explicitly adopted by a physiologist.

Pavlov's other major contribution lies in the wealth of facts he provided on the learning process. It is true that he used only one learning paradigm—that of classical conditioning in which a stimulus (the conditioned stimulus) is paired with an event (the unconditioned stimulus) that already gives rise to a response (the conditioned re-

sponse): the conditioned response comes to be given to the unconditioned stimulus, and the paradigm typifies the way in which emotional responses, like fear, are learned. Nevertheless, many of the principles discovered in classical conditioning apply to other forms of learning and much of the subsequent history of research on learning has until recently consisted of replicating and refining Pavlov's basic observations.

Moreover, many of the facts he discovered are surprising and by no means obvious to common sense. He showed that extinction (the waning of the conditioned response when the conditioned stimulus is repeatedly presented unaccompanied by the unconditioned stimulus) is not simply the undoing of the connections established during learning but depends on a more subtle process that he termed inhibition. He discovered spontaneous recovery (the tendency for an extinguished response to recover after a lapse of time during which the unconditioned stimulus is not presented), and he discovered blocking: if a conditioned response is formed to one stimulus, and a second stimulus is

then presented together with the original one with the unconditioned stimulus following their joint presentation, there is little or no conditioning of the response to the second stimulus. In other words, if an animal has already learned that a stimulus signals an important event, it learns little about the connection between that event and any additional stimulus that also predicts it. He also investigated the temporal relations that must obtain between the conditioned and the unconditioned stimuli for conditioning to occur, and he discovered and specified the characteristics of a host of other phenomena including generalization, disinhibition, external inhibition, and so on. The range of his experimental findings is staggering and the care he took to control the conditions of his experiments ensured that they were replicable.

He never succeeded, however, in putting together his major theoretical insight with his experimental results. The brain mechanisms that Pavlov inferred from his behavioural findings were confused, cumbersome, ad hoc, and based on

a false conception of how the brain works. In justice, it should be remarked that although today all are agreed on the theoretical importance of such notions as inhibition, we still do not have a clear picture of how it works, nor is there any agreed explanation of many of Pavlov's findings, such as spontaneous recovery or disinhibition.

In *Pavlov* Jeffrey Gray gives a succinct and agreeable account both of Pavlov's experimental work and of his theorizing. The book also traces his influence on subsequent work and devotes considerable space to some recent developments which suggest that conditioning is a more subtle process than Pavlov had supposed: in particular, animals only learn about events that they are not expecting.

Although Dr Gray's account can be recommended for its clarity and accuracy, he rarely stands back to survey the general picture and it would be easy for the neophyte to lose his way in the mass of detail, even though the detail is always clearly and accurately presented. The book evokes the reader's curiosity about what sort of a man Pavlov

was—he wrote, for example, "when I dissect and destroy a living animal, I hear within myself a bitter reproach that with rough and blundering hands I am crushing an incomparable artistic mechanism"—but Dr Gray fails to satisfy the reader's inquisitive curiosity.

Not everyone will agree with all Dr Gray's judgments: it is true that Pavlov established "a vital bridge between physiology and psychology", but Gray's claim that the two "are now almost on the point of fusion" has an odd ring at a time when many psychologists are devoting themselves to constructing abstract models of the processes underlying higher thought processes and language with little or no hope of learning about the physiological instantiation of these models. Nevertheless, Dr Gray has provided a lively and useful introduction to the work of a great scientist.

Stuart Sutherland

Stuart Sutherland is professor of experimental psychology at Sussex University.

Bumblebees as factory workers

Bumblebee Economics
by Bernard Heinrich
Harvard University Press, £10.50
ISBN 0 674 08580 5

During the past decade there has been a great upsurge of interest in bumblebee behaviour and physiology. This interest has largely been aroused by the highly original investigations of Heinrich and his colleagues into optimal foraging strategies in these fascinating insects. In his book Heinrich presents some of these recent research findings, including much of his own work. He very skillfully weaves the information around the central theme of bumblebee economics, based on energetics.

Economics is defined as the study of the acquisition, production, distribution and consumption of goods and services. Heinrich likens the bumblebee colony to a factory, developed by natural selection over eight million years, in which those morphological, physiological and behavioural traits that promote a large net income of resources to the factory are favoured. The factory from the factory, have been preserved and developed. The only resources used by the factory are the nectar and pollen which the bees collect; the factory product is new broods and secure forms that enable the colony's genes to survive into the following season. The workers of a bumblebee

colony are more or less continually at work seeking resources and transporting them back to the colony. In chapters eight to eleven Heinrich describes the skillful way in which the workers utilize the best floral resources available to them in their environment and the mechanisms whereby efficiency and energy balance are achieved. Foraging optimization involves achieving the greatest foraging profit, or quantity of nectar or pollen, for the least cost, in terms of the time and energy expended in its collection.

The text is well augmented by a number of black and white photographs and mainly simple graphs, and there are useful appendices on rearing bumblebees as well as a table of whole-body energetics of North American bumblebees. The reference list, mainly to recent research literature, will enable those interested to find original research publications, and the index is comprehensive.

This is undoubtedly an invaluable addition to our literature on social insects; its novel treatment of the subject matter will I am sure stimulate many readers to further studies in this and similar fields.

Ingrid H. Williams

Ingrid Williams is in the department of entomology at Rothamsted Experimental Station at Harpenden.

Rational and progressive practice

Theory and Meaning
by David Papineau
Clarendon Press: Oxford University Press, £9.75
ISBN 0 19 824585 8

The present state of the philosophy of science could be regarded as badly or ill, according to one's philosophical predilections. On the one hand a good deal of interesting work is being done; on the other hand there is nothing definitive and no agreement on where to go from here. A solution to this last problem will depend on where we want to go. In this book Dr Papineau indicates a route which will lead us away from the extremes of logical positivism and historical relativism.

One of the legacies of positivism was a new view of science, which was seen as having two aspects: observational and theoretical, each with its distinctive epistemological and ontological status. Observational entities were unproblematic and knowable, and the theoretical entities, acquired through the association of terms with elements of experience, were theoretically problematic. The terms acquired meaning by being linked to the level of observation by correspondence rules. Whether they referred to anything real behind the observed, seemed doubtful. At

most theory appeared to have only an "instrumental" role. This neat structure subsided fairly quickly. The distinction between observational and theoretical entities, the role and status of correspondence rules shown to be unsatisfactory, and the devaluing of theory deplored. Those moves, together with the attack on the analytic-synthetic distinction, left positivism in ruins, unable to offer an account of science that was either historically or philosophically true.

We need shed no tears for positivism itself, yet its destruction seemed also to have demolished something indispensable: scientific objectivity, provided by the check that experience can bring to bear on theory. For the alternative view of science that grew up, associated especially with Kuhn and Popper, in which a theory came complete with its own meanings and observations, appeared to destroy what had been taken to be the quintessential features of the scientific enterprise: objectivity, rationality, realism and progress.

In discussing these issues Dr Papineau steers a middle course. He rejects the positivist, but, that sense (experience) creates sense (meaning), and instead puts forward an epistemological and semantic holism, together with a modified form of Lakatos's "methodology of scientific research programmes", so that progress can be retained as a standard. Whether this is a satisfying, seemed doubtful. At

retained, but in a naturalized form that has no ultimate or privileged position: it is just one feature of scientific practice among many. Meanings are dependent on the totality of laws and evidence and anomalies are related to a whole theoretical structure and not to particular parts of it. Again, it is the whole structure, and not parts of it, which is to be understood, as modelling reality. In this way Dr Papineau offers an account of science as a rational and progressive practice.

This is a difficult though lucid and stimulating book. It is wide-ranging, dealing in an integrated way with not only post-positivist metaphysical disputes, but also with issues in the philosophy of perception, language and logic. It is fair to say that while solving some problems it raises many others and leaves plenty of room for further work. In particular, Dr Papineau's adherence to the last of his three theses—that ontological structures precede discursive structures—will need further defence. But that we are directed down still open paths is not a fault but a feature of good philosophy. This book is surely a sign that philosophy of science is healthy.

Andrew Belsey

Andrew Belsey lectures in philosophy at University College, Cardiff.

Accessible mathematics

Hilbert's Third Problem
by V. G. Bolnisi
translated by R. A. Silverman
Wiley, £14.00
ISBN 0 470 26289 3

On August 8, 1900, Hilbert addressed the International Congress of Mathematicians on outstanding mathematical problems. He listed 23 problems to which he hoped that his colleagues would turn their attentions in the following century.

Most of these problems have provided the impetus for a great deal of work in the first three quarters of the twentieth century, and some of them have led to the creation of whole new branches of mathematics. Some of them are researched, some can be explained in simple terms, though their solution requires very advanced mathematics. Just one, the third, is completely elementary. It arises as follows: in plane geometry the formula for the area of a triangle is derived in any textbook by relating it to a square;

so it, and therefore any polygonal area that can be broken up into triangles, can be found without any limiting process.

In the solid geometry books it is otherwise: the volume of a pyramid has to be found by a limiting process. Hilbert asked whether this was inevitable, or just a defect of mathematical history. That the first was the case was proved before the end of 1900 by Max Dehn, but his proof was too complicated for most mathematicians. Subsequent work has simplified the proof, and led to a whole new theory of when two polyhedra can be decomposed into the same set of pieces.

The present book is a triumph of exposition. It is able to combine a complete review of the present state of the theory, suitable as the author says, for those actively engaged in research, with the simplicity required for non-specialized students.

C. W. Kilmister

C. W. Kilmister is professor of mathematics at King's College, London.

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108 Cowley Road,
Oxford OX4 1JFPermissiveness and Control: the
fate of the sixties legislation
examined by the National Deviancy
Conference
Macmillan, £12.00
ISBN 0 333 26680 3This collection of essays, representing
the Easter 1977 National
Deviancy Conference, reflects on
the "permissive" legislation of the
1960s, its origins and consequences
both as a general sociopolitical
phenomenon and as it was enacted
in the specific areas of drugs, race
relations and juvenile delinquency.
As befits the now self-consciously
Marxist tendency of the NDC, the
authors agree that the legislation
was not nearly as permissive as it
pretended, since it was primarily
designed to serve the interests of
capital at the expense of labour.While none of the arguments pre-
sented in this collection is self-
evidently implausible, by the same
token, neither are they convincing,
since they suffer from three basic
flaws. First, they either tell us
nothing that is at all new, such as
Hall's revelation that the distinc-
tion between morality and crime
also they make empirical claims that
are unsupported by evidence. Dorn
may be correct in saying that
anxiety about drug-use grew during
the 1960s because this was perceived
as a threat to the "reproduction
of labour", and this may also have
been "the period in which the 'pro-
gressive middle classes' came
closest to establishing a social
legitimacy", as Hall would have us
believe, but neither author actually
establishes that either statement is
true. For much of the time, one
feels that the credibility of their
empirical statements rests either on
the shared prejudices of the author
and the reader, or on a hefty dose
of sociologism, such as Hall's
"double taxonomy" and "restruc-turing the moral economy", which
obscure what is being asserted.Second, causal connections and
actors' intentions are inferred on
the flimsiest of grounds, so that,
for example, in Clarke's discussion
of the antecedents of the Children
and Young Person's Act, no direct
connection is established between
the proposals contained in Fabian
and Labour Party documents, which
he analyses in depth, and the Bill
itself. Indeed, he undermines the
notion that any connection existed,
by pointing out that not only was
there little that was distinctive
about the proposals emanating from
either source, but also that the
White Paper *The Child, the Family
and the Young Offender* (1965),
which embodied many of these pro-
posals, was withdrawn and replaced
by the much amended White Paper
Children in Trouble (1968). This,
he acknowledges, owed much to
the influence of the Home Office,
and influences which goes unanalysed.
If these Fabian and Labour Party
proposals were being a policy,
it may have been more appropriate
to have concentrated on how the
successful alternative was "tested
out".The intentions of policy makers
are inferred on equally flimsy
grounds, such as Dorn's assertion
that, "In the last resort it will be
the reproduction of the economic
system that will occupy [control]
of the short-term problems" without
any control agency actually per-
ceives the problems they are
these terms, let alone is occupied
by these considerations. Moreover,
one feels that throughout the im-
plication is that since certain coun-
sels did or did not follow legis-
lation, then that legislation was
designed to achieve these coun-
sels. Thus, Lea appears to argue
that since immigrants have not
developed trade union militancy toany extent, race relations legisla-
tion was designed so that they
would not.Third, competing, though equally
plausible, explanations are rarely
considered and are certainly not
disposed of. Thus, to the doctrinal
uncommitted it may seem that
race relations legislation reflected a
balance of opposing pressures on
the Government, with immigration
on the one hand, and the racist
majority, on the other. On the one
hand, and anti-discrimination laws placat-
ing the liberal pressure groups, on
the other. Not so, it was all a com-
plex conspiratorial attempt to recon-
cile capital's need for cheap labour
on the one hand, while avoiding
racial conflict on the other. But Lea
gives us no reason for preferring
his Marxist interpretation to that of
the non-Marxist alternative, and
reasons are needed, since his argu-
ment leads to far more complex
and arduous gymnastics than would
otherwise be necessary.These weaknesses do not result
simply from poor scholarship, as the
non-sociologist might be forgiven for
supposing, since all the authors
show considerable ingenuity in con-
structing their intricate arguments.
Rather it is the consequence of
Marxist analysis, where the validity
of an argument seems to rest
entirely on whether it arrives at the
ideologically proper conclusion,
namely that whatever occurs serves
the interests of capital. However,
convoluted the reasoning, or un-
substantiated the empirical claims, or
unsubstantiated the causal connections
and attributions of intention, these
are of little concern provided a
plausible path can be made to lead
to this predetermined destination.
Even when capital does not ostensibly
appear to operate in its own
interests, as when immigration con-
trol limited the supply of cheap
immigrant labour, it can be made
to do so by tortuously weaving anargument replete with references
to the "contradictions" of cap-
italism, a theoretical device which
is an irresistible capacity of trans-
ferring logical weaknesses from the
explanation to the phenomenon being
explained.The single exception to all this
in the contribution of Steven Box
in discussing "hyperactivity" in
children, alone meticulously pre-
sents the evidence for its thesis.
There has been a rapid increase
in the use of this diagnosis and
attendant use of drugs to control
it. Where the evidence is not support-
ing the argument, Box is not
perfectly clear. He considers and
then demolishes the alternative
hypothesis that "hyperactivity" is
in fact, a medically definable and
treatable condition with physical
causes that is inferred, mainly by
teachers, from the child's be-
haviour. Having established his case, he
goes on to suggest a plausible ex-
planation for the growth of this ex-
planation in both Britain and the
United States. Is it purely social?
I wonder, that most of Box's
analysis owes more to the "labelling
perspective", now disowned by
NDC, reserving just a couple of
pages towards the end for the
dogmatic Marxist speculations?As for the rest of the volume,
there is little to persuade the
committed that the self-proclaimed
shift of the NDC from "labelling
theory", upon which it was found-
ed to its current preoccupation with
Marxism, has been other than a
regressive step. More importantly,
perhaps, when sociology is made
turgid, now is not the time to
provide our detractors with such
ammunition to use against us.

P. A. J. Waddington

P. A. J. Waddington lectures in
sociology at Reading University.

Sociology thrust upon him

Liberalism and Sociology: L. T.
Hobhouse and political argument in
England 1880-1914
by John Collini
Cambridge University Press, £12.00
ISBN 0 521 22304 0Though L. T. Hobhouse has a certain
assured place in the cultural history
of British sociology, as the first
holder (1907) of its premier chair,
at the London School of Economics,
his achievements do not today
arouse any great enthusiasm among
sociologists. The reasons which Dr
Collini makes plain, though it is
not his major aim to do so—in this
excellent book.Actually, the way he sets up his
study, in terms of the alleged dis-
tinction between an essentially indi-
vidualist political theory and a social
scientific enterprise predicated
upon the irreducibility of the social,
does rather less than justice to its
full range and interest. These lie in
two chief directions: as a valuable
general analysis of political argu-
ment in those 30 years which saw
the rise and fall of the social
assumptions and forces of the
Industrial Revolution and those of
modern Britain; and as a study
of a thinker who was less important
as a founder of sociology than as
an intellectual whose concerns
were central to the public debate
of those years.Following lines to intellectual
history advanced by Quentin
Skinner, Collini sees it as his cen-
tral task to recover and make in-
telligible the context of argu-
ment in which Hobhouse worked, which
gives him great clarity and
learning. He sets the scene with a
chapter on "Individualism and
Collectivism", concepts which are
unlike not as labels for political
forces, as they have been for many
of Dancy's critics, but as ideologi-
cal charges symbols which set the
terms of political debate. Whereas
sociology of knowledge (as exempli-
fied in Richter's study of T. H.
Green, for example) would seek to
relate theories and ideas to their
sources in social structures or cul-
tural pressures, Collini is primarily
interested in Hobhouse's writing as
a sequence of utterances and ideas
of Social Darwinism, whose politicaldates its content by reference to his
attempt to make a case plausible to
a certain historical audience.This focus on what he calls the
"forensic history" of Hobhouse's
writing enables him to present in
much more dynamic account of the
interplay between author and
milieu than is common in intellec-
tual history. Such a style of
analysis is especially rewarding
for Hobhouse's period as a radical
journalist on the *Manchester
Guardian* in the late 1890s, but
less to offer for his later attempts
at synthesis. (Where Hobhouse's
synthesis, where Hobhouse's seems
strikingly oriented to past intel-
lectual concerns; and rather leaves
aside the questions of why
Hobhouse came to hold certain ethi-
cal and political aspirations and to
maintain them selectively over his
career.)What Hobhouse became certainly
seems underdetermined by his ori-
gins. The son of a clergyman, he ar-
rived at Oxford from Marlborough
already imbued with radical atti-
tudes, which were soon given con-
crete shape in the collectivist circle
inspired by the ideas of T. H.
Green. Through this he was intro-
duced to Toynbee Hall and the
labour movement. In this early
phase of his career, he was by now
a Greenian, the good claim to the
to elaborate the intellectual and
ethical basis of Fabianism, turned
him back to earlier liberal traditions,
even to alliance with individualist
Cobdenites like John Morley, and
he considered the great task of his
life in his attitude to social policy.
His politics was intensely moral-
istic and at its core was a non-
reception of the Common Good as
the condition of individual self-
fulfilment, along very Greenian
lines. He advocated "collectivism"
as far as he could, through the
extension of traditional (and indi-
vidualist) liberal arguments. These
felt somewhat short of what was
required, and there was in addition
the whole persuasive weight of
Social Darwinism, whose politicalimportance, in its most influential
forms, lay against him.When, therefore, Hobhouse had
"sociology" thrust upon him, at a
time when the nature of this
activity was very much up for defi-
nition, he was able to allot it the
role of providing some of the under-
pinning he wanted for his political
philosophy, in the form of a theory
of Progress. Sociology was to dem-
onstrate the reality of ethical pro-
gress in history, the steady general-
ization of moral principles that
would guarantee the ultimate
rational harmony of individual in-
terests. There was a double irony
to this project. If there was
position against which Hobhouse's
synthesis was directed, it was the
kind of individualism justified
by Herbert Spencer, yet there was
little in either the conception of
sociology or even, for the most part,
in his substantive sociological gen-
eralizations where Hobhouse made
any significant advance upon
Spencer. On the other hand, the
claim to extend effective citizenship
and broaden social welfare—found
guidance in his work for the social
investigation and analysis that he
pursued, "social science", or
"sociology". If this division was
comprehensible in the light of
Spencerian perspective, a man
Hobhouse's convictions might have
been expected to close it, and it
further indication of the extraor-
dinary power of the evolutionary
paradigm of social theory that he
signally failed to do so.

J. D. Y. Peel

J. D. Y. Peel is Charles Booth Pro-
fessor of sociology at Liverpool
University.

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Stephen Edgell
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Essex, Herts. HX2 4TE

BOOKS

The evolutionist and the progress of liberty

Life Chances
by Ralph Dahrendorf
Weidenfeld & Nicolson £8.95
ISBN 0 297 77682 7Anything written by Professor
Dahrendorf is well worth reading,
but this book is a bit of a rag-bag.
It is not quite a collection of essays,
rather of short notes, of lectures
given since the author's 1974 Keith
Lyons (The New Liberty) award.
He disarmingly explains, of left-
overs from a forthcoming book on
modernity. That book will be one
of analysis; this one he distinguishes
as one of theory. Now "analysis" is
has been defined as what sociologi-
sts say they are doing when they
leave Dahrendorf with the old
problem of whether and how the
results of social evolution can be
judged to be or not to be instances
of progress, or more specifically
of "the progress of liberty".Nevertheless the first chapter,
entitled "Anything New under the
Sun?—on the Meaning of Historyand the Possibility of Progress",
immediately presents what is to
become the most prominent of
several leitmotifs, implicitly, some-
times explicitly, Dahrendorf is
engaged in a respectful conversation
with Sir Karl Popper. Unlike most
sociological theorists these days,
Dahrendorf is still a loyal Popper-
ian, but he plainly shares an
anxiety with a view of history as
unplanned and therefore consisting
of unstructured events with no di-
cernible trend or direction.Since his earliest Marx-hating
works, Popper has become an
evolutionist, and Dahrendorf follows
him in this explanation of new
things under the sun: man's
present attainment and social
patterns were not present in mice
with Neanderthal man. But that
leaves Dahrendorf with the old
problem of whether and how the
results of social evolution can be
judged to be or not to be instances
of progress, or more specifically
of "the progress of liberty".That is where the concept of
"life chances" (in term familiar
from Weber's writings) comes in.
From Dahrendorf's liberal stand-point, the "new things" are to
be judged by their effect on
individuals' life chances. There
comes a lightning tour of the
problem of happiness, utility and
collective welfare functions from
Adam Smith and Bentham through
Mill and Pareto to Robbins and
contemporary economists. But
Dahrendorf is not quite adept at
the classic utilitarian economic
axiom that any change which
increases the options among which
an individual can freely choose is a
change for the better.Dahrendorf identifies two com-
ponents of life chances—just not
options, but also "figures". In
my opinion, sociology could have
survived without yet another term-
ological borrowing from linguistics
(or typography?). "Figures",
Dahrendorf explains, are allegor-
ical; they might call together the
or linkages as well. Figures are
options, at least in principle, vary
independently, and both are essen-
tial to happiness. "Figures" with-
out options are oppressive, whereas
options without figures are chang-
less. Pre-modern societies, with
their overpowering forces of family,
estate or caste, tribe, church,
slavery or feudal dependence, werein some ways all linkage and no
choice. Modernization, on the
other hand, has too often created
options through the destruction of
linkages. Which enables Dahren-
dorf to slot in ideas from Toynbee
and Durkheim to the contemporary
ecologists, and also to have fun
placing China, Brazil and West Ger-
many in diagrams plotting the rela-
tive abundance or scarcity of li-
gatures and options. It does not, how-
ever, seem to me to get him much
further with his problem of "the
progress of liberty". Theory
detached from analysis would seem
to be minimal here.In fact, in theorizing, Dahrendorf
does a heavy work of some rather simple
ideas. That social patterns develop
and change constantly, largely in
ways nobody has planned, through
the activities of interdependent
people and groups; that because
many social processes are quite un-
planned and unforeseen they do not
necessarily lack structure and direc-
tion; that changing patterns of in-
dependence involve changing
power balances, and new con-
straints as well as new options;
that people's allegiances or
"figures" are both a componentof power balances and also shaped
within people's relations of inter-
dependence—but that is to raise the
problem of the sociology of knowl-
edge, of which Popper so disap-
proves. All these simple ideas can
only be fleshed out through what
Dahrendorf would regard as analy-
sis, not theory.Actually, many of the most inter-
esting passages in *Life Chances* are
those in which Dahrendorf the first-
while *homme d'affaires* in Brussels
makes passing comparisons between
the countries of Europe and the
West, and most especially between
Britain and West Germany. These
occur particularly in the chapters on
liberalism and on "The End of the
Social Democratic Consensus". Let
us therefore look forward to his
book on modernity, and hope that
his analysis there produces a more
convincing synthesis.

Stephen Mennell

Stephen Mennell is senior lecturer
in sociology and director of the
Western European Studies Centre
at the University of Exeter.

Would you answer a couple of questions?

Understanding Data: an introduc-
tion to exploratory and confirmatory
data analysis
by B. H. Erickson and T. A. Nosanchuk
Open University Press, £4.95
ISBN 0 335 00252 8Social Research: principles and
procedures
edited by John Bynner and Keith
M. Stribley
Longman, £5.25
ISBN 0 582 23501 7Censuses, Surveys and Privacy
edited by Martin Bulmer
Macmillan, £15.00 and £6.95
ISBN 0 333 26222 0 and 26223 9Despite the popularity of empirical
research among British sociologists,
there is continued debate about
ways in which students can best be
taught to do effective research. In
particular, teachers of research
methodology have been concerned
about teaching social statistics to
non-statistician sociologists, convey-
ing the variety of research stylesavailable to the researcher and con-
sidering the social, ethical and po-
litical processes that surround data
collection and analysis. Many stan-
dard methodology textbooks have
been turgid tomes packed with arti-
ficial examples. Teachers of
methodology have, therefore,
devoted much time to writing and
editing suitable texts.Erickson and Nosanchuk's book
on exploratory and confirmatory
data analysis is a statistics book
specially written for social scien-
tists. The text is based on John
Tukey's work on exploratory data
analysis and attempts to overcome
such problems as how to analyse
data, how to interpret tables, how
to check results, and most impor-
tantly, how to get ideas from data.
In this respect, the authors empha-
size that the book is not a text-
book, but an exciting process that
involves creativity and imagination.Their book is divided into sec-
tions, ranging from basic statistics to
multiple regression, and each con-taining a review of the work
covered together with revision ex-
ercises based on real data. The book's
style is clear and lively and should
appeal to students. It has already
found its way onto several reading
lists, and its publication by the Open
University will inevitably bring it a
wide readership.Another teaching text is the col-
lection of readings produced by John
Bynner and Keith Stribley.
The longer might turn their attention
to Martin Bulmer's book as he has
much to teach them about editing.
Censuses, Surveys and Privacy is
the third set of readings on metho-
dology to be produced, and main-
tains the high quality we have come
to expect from him. Bulmer's lead-
ing sections define terms, locate the
readings within a specific context,
raise pertinent questions and
make links between the articles and
between the sections. In addition, he
has provided 12 pages of suggestions
for further reading on privacy. This
list has been carefully divided into
sections and provides an indication
of the more important works. Bothbasic textbooks, while some of the
articles are in other collections used
by students. If the editors had pro-
vided some detailed linking com-
mentary to set the articles in a
wider context it might have been
the best use beyond the Open
University course. I am sure OU
students will appreciate this col-
lection but I am dubious about how
it can be used more widely.In this instance Bynner and
Stribley might turn their attention
to Martin Bulmer's book as he has
much to teach them about editing.
Censuses, Surveys and Privacy is
the third set of readings on metho-
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ing sections define terms, locate the
readings within a specific context,
raise pertinent questions and
make links between the articles and
between the sections. In addition, he
has provided 12 pages of suggestions
for further reading on privacy. This
list has been carefully divided into
sections and provides an indication
of the more important works. Boththe student of methodology and the
general reader who is interested in
privacy will find this book valu-
able.Bulmer concentrates on "the
problems which censuses and sur-
veys pose for preserving privacy,
and which privacy poses for the
conduct of censuses and surveys".
The material which examines
quantitative research has been se-
lected from a variety of unusually
interesting sources: a British As-
sociation study group, a working pa-
per established by Social and Commu-
nity Planning Research, a report from
the American Sociological Association
and a report from the United King-
dom Data Protection Committee. In
addition, there are papers reprinted
from academic journals and some
original contributions.Overall, this collection of readings
raises questions which lie at the
heart of all social research.

Robert Burgess

Robert Burgess lectures in sociology
at the University of Warwick.

Middle-class fragmentation

Respectable Rebels: middle class
campaigns in Britain in the 1970s
by Roger King and Neil Nugent
Hodder & Stoughton, £10.95 and
£5.50
ISBN 0 340 23164 and 23165 3New is it that whereas Britain is
a middle-class society, regarded by
and very much for the middle
classes, the 1970s saw the rise of a
substantial number of middle-class
groups, largely operating outside
institutional structures? According
to the authors of this book, this is
a reflection of the increasing frag-
mentation of the middle classes. The
liberal, permissive civil servant and
middle-class employee has, indeed,
been in common with the small
businessman who holds traditional
middle-class values. This revolt,
it can be so described, is as much
against other sections of the middle
class as anyone else. The approach
here underlies and makes a valuable
contribution to the movement of
British sociology away from rather
homogeneous stereotypes of middle-
class and working-class.The authors define the middle
classes in terms of attitudes rather
than occupation or property rela-
tionships. Most of the groups stud-
ied are characterized by "tradi-
tional" middle-class moral and
economic attitudes, but they are
not "homogeneous". Some of
them are in response to particu-
lar government policies. A new
middle-class movement, gained
momentum after the 1974 and
1975 elections, has seen the
middle-class as a group of people
following the imposition ofVAT and increased national insur-
ance contributions. But these
movements have tended to keep
their distance from the Conserva-
tive Party. The authors show how
the claim to be non-political should
not always be regarded as concealed
Conservatism. They must reflect
among other things, suspicion of
if not disaffection with, both
major parties. The National
Federation of the Self-Employed
an early stage dissociated itself
from the National Association for
Freedom because of the latter's ex-
plicitly political stance. Yet if or-
ganizations for the self-employed have
fairly clear economic aims and in-
terests, this is not a reflection of
homogeneity of membership. It is,
as the book shows, the enormous
diversity of the self-employed
population that makes their regu-
lar and organization difficult.Middle-class unionism is also pri-
marily concerned with economic
rather than with moral or political
issues. This seems to be a dubious
candidate for treatment as an aspect
of middle-class revolt. Yet the use-
ful survey here does show that this,
rather than representing the pro-
letarianization of the middle classes
and identification with manual
workers, is often used as an instru-
ment for maintaining differences
from manual workers. Many of these
unions are not affiliated to the La-
bour Party, and even where they are,
there is large-scale contracting out
of the political view.The most overt defenders of
"traditional" middle-class values
are the "freedom" groups and the
moral organizations. Both are seen
as reflecting dissatisfaction withcurrent Conservatism; with the
current of Conservatism. Party
from individualism and free enter-
prise on the one hand, and from
moral and religious values for
the sake of commercialism on
the other. While the National
Association for Freedom func-
tioned as a pressure group, the
National Front is an organization
to avoid any connexion with
the National Front) has concerned
itself mainly with attacking trade
union power, both this and the
National Viewers and Listeners
Association have sought to ap-
peal to all sections of society. Opposi-
tion to trade union power and to
social permissiveness both find con-
siderable working-class support,
though this does not manifest it-
self in these organizations.Overall, this is a very useful, sen-
sitive, readable, and well-written
book. It is a study of these vari-
ous groups, tracing their con-
nections with the major political
parties, and the responses of the
parties to them. Despite their
heterogeneity and the diversity in
the definition of the middle class, it
does convey how they can be seen
to represent the spectrum of tradi-
tional middle-class attitudes. What
distinguishes them from the work-
ing-class is not their moral and
economic attitudes, but their
middle-class action groups, such as
the Anti-Nazi League, and from the
National Front, is their respect-
ability. But even respectability is
not solely a middle-class value.

David Berry

David Berry is senior lecturer in
sociology at University College,
Cardiff.

The Prehistory of Polynesia

Jesse D. Jennings, editor

Over three thousand years ago skilled navigators from Southeast
Asia began their voyages of discovery to the Polynesian Islands.
In the past two decades archaeologists and anthropologists have
succeeded in reconstructing the course of those voyages and the
emergence of Polynesian culture. In this volume an outstanding
group of scholars takes the story of Polynesia from its origins near
the eastern tip of New Guinea to the first encounter with Euro-
peans just two hundred years ago. The focus of the book moves
chronologically from the early Lapita villages to Fiji, Samoa,
Tonga, the Marquesas, Easter Island, Hawaii, the Society Islands,
and New Zealand. Linguistic, biological, ecological, and naviga-
tional evidence provides a picture of the Polynesian people and
their environment as it changed. Throughout the book
archaeological data from all fields are integrated. 449 pages, 108
halftones, 22 maps, 33 line drawings, January, £21.00.

Dialectical Societies

The Gê and Bororo of Central Brazil

David Maybury-Lewis, editor
The Gê-speaking tribes of Central Brazil have always been an
anomaly in the annals of anthropology: their exceedingly simple
technology contrasts sharply with their highly complex sociological
and ideological traditions. *Dialectical Societies* demystifies Gê
social structure while modifying and reinterpreting some of the
traditional ideas held about kinship, affiliation and descent. Each
of the seven contributors deals with a different lowland tribe, but
all of them focus on the dialectic tribal organization that is here
defined as fundamental to the Gê. As a collection, their work
comprises a substantial revision of the hitherto undeveloped and
largely ignored ethnography of Central Brazil. 352 pages, illus-
trated, January, £15.00.

Chicanos in a Changing Society

From Mexican Pueb

NOTICE BOARD

Chairman
Dr William Mordue, reader at Imperial College, London, has been appointed to the chair of zoology at Aberdeen. He succeeds Professor Frederick Holliday who has taken up his appointment as vice-chancellor of Dumbarton University. Dr John P. Renwick, currently professor of French and vice-chancellor at

Appointments

Universities

Aberdeen
Temporary lecturers: D. J. R. Duthie, Maria Galt and T. M. Vardon (pathology). Visiting fellows: Dr Ruanan Gochlewski (geography); Dr de l'Isle Zygmunt Dmowski (political economy). Research fellows: Melvin Kenward (child health and mental health); Christopher B. Howard (Computing Centre). Research assistants: Bryan Dunbar (biochemistry); Christopher P. Mitchell (forestry); Robert H. M. Dineen (chemistry). Temporary research assistants: Derek Boyne (community medicine).

Brunel
Secretary-general: David Neave

Dundee
Careers and appointments office of the university: Miss Barbara Taylor.

Edinburgh
Chaplain, The Rev Fergus Smith.

Salford
Lecturers: R. J. Towell (modern languages); A. J. Buxton (economics); Dr C. E. Morgan (biochemistry); Dr T. W. Wallace (chemistry and applied chemistry). University engineer: A. W. Craig.

the New University of Ulster, has been appointed to a chair of French at the University of Edinburgh with effect from October 1.
Dr Peter Franco, currently reader in French at Sussex University, has been appointed to a chair of French at the University of Edinburgh, with effect from October 1.
Dr David Beteridge, reader in the department of chemistry, University College, Swansea, has been granted a personal chair.

Heriot-Watt
Lecturer: L. J. S. Burck (petroleum engineering). Research associates: Irene Drummond, D. Duncan, Celia M. Graham (biological sciences); M. Corfield and P. Gromme (chemistry); R. S. White (electrical and chemical engineering); J. C. Four (mechanical engineering); I. Fraser (offshore engineering); R. S. Taylor (petroleum engineering).

Edinburgh College of Art
Principal: Gavin T. N. Ross.

North Riding College of Education, Scarborough
Creative writing fellow: Susan Price.

General
Jan Anderson, formerly assistant press officer has been appointed press officer at the Schools Council.
Dinah Brook, the former press officer, is now working directly for the Schools Council Secretary on special assignments.
Mr Cedric Marshall Thomas, chairman of the Wolverhampton special programmes committee, has been appointed a member of the Health and Safety Commission from January 3, 1980.
Vivian Stern, director of the National Association for the Care and Resettlement of Offenders, has been appointed to represent the interest of voluntary organizations on the Manpower Services Commission's special programmes board.

Forthcoming events

"Waste is Our Fate", a spring term lecture by Jan Unger of Friends of the Earth, will be held at the Polytechnic, North London, Ludlow House, Highgate Grove, London N6, on February 19. Admission free, without ticket.

"Rights of Women", a talk by Jenny Earle, worker with Rights of Women, one in the series of lectures on the Women's Liberation Movement will be held on February 18 in Room 1/1, PNL Tower Block, Holloway Road, London N7.

"Distance Learning for Technicians", a conference organized by the Society of Electronic and Radio Technicians in association with the Technician Education Council, the Council of Educational Technology, the Manpower Services Commission is to be held at Surrey University from

Grants

Dundee
Biochemical medicine—Professor P. D. Griffiths—£75,000 from the Scottish Planning Council to assist development of the laboratory computing project at Ninewells Hospital, Dundee.

Biochemistry—Professor P. B. Carland—£12,927 from the MRC to assist his research into the control of membrane biosynthesis; Dr B. A. Haddock—£20,836 from the MRC in connection with his research on the synthesis of anabolic enzymes in escherichia coli; Dr G. Hardie—£25,938 from the MRC to assist his investigation of the structure and mechanism of fatty acid synthetase, a multifunctional enzyme. Mechanical engineering—Dr P. R. Cave

March 28-30. Topics for discussion will include two-way communications (radio, television, and assessment). Fee: £65. Further details from Janet Fleming, 57/61 Newington Causeway, London SE1 6NL.

"Cost Benefit Analysis" (with reference to a third London Airport), a one day conference which aims to consider the contemporary role of cost benefit analysis in evaluating public investment projects, will be held in the School of Navigation, City of London Polytechnic, 100 Minories, London EC3. Conference Chairman: L. W. T. Staff. Further details: Fee: £30. Further details: Ellen Johnston, Short Courses coordinator, City of London Polytechnic, 84 Moorgate, London EC2M 6AQ.

"Higher Education—Crisis or Challenge?" a conference organized by the Institute of Careers Officers, will be held from April 14-17 at Lake Hall, Birmingham University. Speakers will include: Dr Patrick Nutgens, director of Leeds Polytechnic, on "The

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Changing Role of Higher Education: "Higher Education—Towards 2000", by Dr Rhodes Boyson, Secretary of State for Higher Education, Full text: £90.50. Further details: The Institute of Careers Officers, Old Broad Street, 37a High Street, Sturbridge, West Midlands.

The British Library is holding an exhibition of letters and other documents relating to Sarah, Duchess of Marlborough, in the library's new building, 96 Tottenham Court Road, W1P 0LP, from March 1 to April 1. Much of the material is taken from a large collection of letters and historical papers from the Duchess, recently acquired by the

British Library. The exhibition will be held at Northampton Polytechnic on February 21, 1980, from 10.30 to 1.30. Further details from Mrs T. L. Lacey, Faculty of Environmental Studies, above address.

"Leveehold Flits—Sale and Purchase"—a one-day seminar aimed at the property industry, will be held at Northampton Polytechnic on February 21, 1980, from 10.30 to 1.30. Further details from Mrs T. L. Lacey, Faculty of Environmental Studies, above address.

Classified Advertisements Index

Appointments vacant
Universities
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Universities

THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY ASSOCIATE PROFESSOR IN CIVIL ENGINEERING

The Department of Civil Engineering requires an Associate Professor who, in addition to his normal academic duties, will play a major role in the administration of the Department. The Department is responsible for the National Testing Laboratory for Civil Engineering Materials and the Central Engineering Workshop; undergraduate programmes are fully developed and postgraduate studies, short courses, major research projects and limited consulting will be developed.

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For information and conditions of service write to (Quoting Department): THE REGISTRAR, THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY, P.O. BOX 793, LAE, PAPUA NEW GUINEA before 15 March 1980.

THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY LIBRARIAN

MATHESON LIBRARY
SALARY: K19,430 per annum.

Initial contract period three years. Other benefits include a gratuity equal to 24% of appointment, repatriation and leave fees (staff member and family); settling-in and out allowance; 12 weeks paid leave per year; education fees and assistance towards school fees; free housing; Salary continuation and medical benefit schemes available.

For information and conditions of service write to (Quoting Department): THE REGISTRAR, THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY, P.O. BOX 793, LAE, PAPUA NEW GUINEA before 15 March 1980.

UNIVERSITY OF CAMBRIDGE Assistant Director Development Studies

Applications are invited for a full-time position of Assistant Director of Development Studies in the University of Cambridge. The successful candidate will participate in the teaching of Development Studies with particular reference to planning and project appraisal. The post is a senior position and requires experience in developing countries in required and preferred areas. The post holder will be responsible for the development of the programme and will have a major role in the selection of students. The post is a senior position and requires experience in developing countries in required and preferred areas. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

UNIVERSITY OF OXFORD IN ASSOCIATION WITH MAGDALEN COLLEGE UNIVERSITY LECTURER IN Chemical Pathology

The University proposes to appoint a lecturer in the Department of Chemical Pathology, Magdalen College, Oxford. The successful candidate will participate in the teaching of Chemical Pathology with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Chemical Pathology. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

THE UNIVERSITY ASSISTANT HUSBAN

Applications are invited for the post of Assistant Husband in the Department of Chemistry, University of Bath, Bath, BA2 9AT. The successful candidate will participate in the teaching of Chemistry with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Chemistry. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

UNIVERSITY OF MELBOURNE RESEARCH FELLOW GR.1/GR.2 in the SCHOOL OF PHYSICS

Applications are invited for positions of Research Fellow in the School of Physics, University of Melbourne. The successful candidate will participate in the teaching of Physics with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Physics. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

UNIVERSITY COLLEGE DUBLIN DEPARTMENT OF ENGLISH (2 POSTS) APPOINTMENTS IN OLD AND MIDDLE ENGLISH

Applications are invited for two appointments in Old and Middle English. The successful candidate will participate in the teaching of Old and Middle English with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Old and Middle English. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

GLASGOW THE UNIVERSITY OF GLASGOW LECTURER IN AERONAUTICAL ENGINEERING

Applications are invited for a position of Lecturer in Aeronautical Engineering in the Department of Aeronautical Engineering, University of Glasgow. The successful candidate will participate in the teaching of Aeronautical Engineering with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Aeronautical Engineering. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

KEELE THE UNIVERSITY OF KEELE LECTURER IN DEPARTMENT OF SOCIAL WORK

Applications are invited for a position of Lecturer in the Department of Social Work, University of Keele. The successful candidate will participate in the teaching of Social Work with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Social Work. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

EDINBURGH THE UNIVERSITY OF EDINBURGH DEPARTMENT OF POLYMER ENGINEERING

Applications are invited for a position of Lecturer in the Department of Polymer Engineering, University of Edinburgh. The successful candidate will participate in the teaching of Polymer Engineering with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Polymer Engineering. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

HONG KONG THE UNIVERSITY OF HONG KONG LECTURER IN DEPARTMENT OF POLYMER ENGINEERING

Applications are invited for a position of Lecturer in the Department of Polymer Engineering, University of Hong Kong. The successful candidate will participate in the teaching of Polymer Engineering with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Polymer Engineering. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

ESSEX THE UNIVERSITY OF ESSEX LECTURERS IN LAW

Applications are invited for positions of Lecturers in Law in the Department of Law, University of Essex. The successful candidate will participate in the teaching of Law with particular reference to the diagnosis of disease. The post is a senior position and requires experience in the field of Law. The post holder will be responsible for the development of the programme and will have a major role in the selection of students.

Open University programmes February 16 to February 22

Saturday February 16

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COURSES

85% PASS DEGREE EXAMS

In 1979 Wolsey Hall U.K. students achieved an overall success rate of 85% in London University External Degree exams. In addition 4 out of only 8 First Class Honours awarded went to Wolsey Hall students.

A free booklet on the study at home way to pass OGC Degree Exams is available on application to Wolsey Hall, 100, Old Kent Road, London SE5 8PP. (Evening classes only £4.00)

WOLSEY HALL

Administration

HM Inspectors
of Schools

HIGHER AND FURTHER EDUCATION

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors to work mainly in the field of higher and further education, excluding universities. All HMIs undertake general duties as well as specialist work. Candidates should therefore have an interest in higher and further education generally and not only in the specialist areas listed below:

APPLIED PHYSICS

Applicants must have substantial experience in the teaching of physics/applied physics to degree level in the maintained or university sector, together with responsibility in the field of course development. Industrial and/or research experience highly desirable.

BUSINESS STUDIES (SECRETARIAL)

Applicants must be well qualified in secretarial skills and have had substantial teaching experience, preferably including the management of a secretarial section or department. Business experience at a supervisory level highly desirable.

CONSTRUCTION EDUCATION

Applicants must have a degree or equivalent professional qualification in one or more of the following disciplines: architecture, planning, surveying; appropriate teaching and professional/industrial experience is essential. This post will also involve all aspects of Construction Education at craft, technician and professional levels.

ENGINEERING EDUCATION

Applicants must have appropriate degree and professional qualifications in mechanical engineering, production engineering or aeronautical engineering. They should hold or recently have held a senior teaching post in further or higher education. Relevant industrial experience essential.

HOME ECONOMICS

In addition to appropriate academic qualifications in home economics, applicants must have related teaching experience in further or higher education. Relevant experience in industry or commerce and a general interest in food education courses advantageous.

NAUTICAL STUDIES

Applicants must have appropriate academic/professional qualifications and experience of nautical education and industry. Additional qualifications in, or experience of one or more of the following advantageous: fisheries education, astronomy, meteorology, nautical education in schools and non-vocational education.

SOCIAL SCIENCES (FE)

Applicants must have appropriate teaching experience in further or higher education and a degree in Sociology, Social Administration or a related subject. A qualification and/or experience in social work advantageous.

STARTING SALARY within the range £10,365-£16,000 (higher in London). Higher posts are normally filled by promotion.

Application forms (to be returned by 14 March) and further information may be obtained from Miss B. C. Taylor, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London SE1 7PN. Telephone: 01-828 9222, extension 2237 or 2488. Please quote 1/80 E.

DEPARTMENT OF EDUCATION AND SCIENCE

The Polytechnic
of North London

ASSISTANT DIRECTOR

Applications are invited for appointment as an Assistant Director who will be the fifth member of the Polytechnic's Directorate Management Group. This vacancy results from the appointment of Dr. D. MacDowell as Director of the Polytechnic.

The person appointed will initially take a special role in academic development, student recruitment, the Polytechnic's validation and monitoring of courses, and the development of links with industry, commerce and the professions.

Salary: £15,105 plus £800 London Allowance per annum. Further details are obtainable from the undersigned to whom applications should be returned not later than 11 March 1980.

P. Knight, Secretary & Clerk to the Court of Governors, The Polytechnic of North London, Holloway Road, London N7 8DB.

PROGRAM ADMINISTRATOR

East-West Center

The East-West Center is a national educational institution founded by the U.S. Congress in 1960 to promote understanding and cooperation among nations in Asia, the Pacific and the U.S. through cooperative programs of study, research, and training. These programs focus on crucial problems of mutual consequence from which poor relations and misunderstanding among nations result. All Center programs are international and multidisciplinary. Staff, visiting scholars and senior professional and graduate degree students form teams which work on these problems.

Applications and nominations are being accepted for a limited term position of Program Administrator for the Pacific Islands Development Program—a special project, placed for administrative purposes in the Office of Student Affairs and Open Grants. Initial appointment is three years with possible two year extension.

Under the general direction of the President and in cooperation with the Institute Director and the Dean of Student Affairs and Open Grants, the Program Administrator will determine the general scope of the program based on the needs defined by participants in the Pacific Islands Conference to be held in March 1980. The Program Administrator will be responsible for the overall management of the program, including the selection of staff, the development of project objectives, the evaluation of project progress, the coordination of project planning and operations, the provision of intellectual, academic, and administrative leadership in execution of projects, the development of a plan for the program, the development of a budget, the establishment and maintenance of project activities including resource materials collection, and will act as a liaison with the Dean of Student Affairs and Open Grants in relation to matters of mutual concern, especially administrative matters. The Program Administrator will be responsible for the program's financial and administrative plan for the program, and will be responsible for the program's financial and administrative plan for the program, and will be responsible for the program's financial and administrative plan for the program.

Required Qualifications: Ph.D. or equivalent in a relevant behavioral or social science (e.g. sociology, psychology, economics, anthropology, or public administration). Demonstrated ability to work effectively with a high degree of credibility with Pacific Island leaders or regional organizations in the Pacific. In-depth knowledge of the Pacific Islands and the Pacific Islands Development Program. Proven ability in writing research and administrative reports. Proven ability to supervise multidisciplinary teams. Demonstrated ability to work cooperatively with Pacific Island leaders and regional organizations. Demonstrated ability to work cooperatively with Pacific Island leaders and regional organizations. Demonstrated ability to work cooperatively with Pacific Island leaders and regional organizations.

Preferred Qualifications: Knowledge of at least one Pacific language. Experience at the governmental or regional level, rather than single country experience.

Starting Salary: \$24,750.00 per year plus cost-of-living allowance of 2.5% per year (subject to change).

Submittal resume with cover letter which includes title of position sought, a narrative description detailing relevance of your qualifications and background to the responsibilities of this position, names and addresses of three references. Applications should be submitted by April 4, 1980. Send to: Robert Gordon's Institute of Technology, 1000 East-West Center, 1777 East-West Road, Honolulu, Hawaii 96813.

An Equal Opportunity Employer M/F

Kingston
PolytechnicEXAMINATIONS
OFFICER

A senior administrative assistant required to manage a small team responsible for implementing all aspects of examinations, central organization and processing of student records, the admission of students to courses and the delivery of courses and the delivery of courses.

AP/6: £4,000-£5,000 inclusive. Details and application forms (to be returned by 20th February) from: Assistant Registrar, Kingston Polytechnic, Kingston, Jamaica. Telephone: 01-548 2260.

Personal

IMMEDIATE ADVANCER

£100-£200. No agency fees. Details and application forms (to be returned by 20th February) from: Assistant Registrar, Kingston Polytechnic, Kingston, Jamaica. Telephone: 01-548 2260.

GRADUATE ENGINEER

Details and application forms (to be returned by 20th February) from: Assistant Registrar, Kingston Polytechnic, Kingston, Jamaica. Telephone: 01-548 2260.

Awards

THE BRITISH ACADEMY
RESEARCH AWARDS 1980

- Small Grants Research Fund in the Humanities**
Applications are invited for grants to support research in the humanities. Applicants should be serving members of the staff of universities or other institutions of higher education in the United Kingdom.
- British Academy Research Grants**
Applications are invited for grants to support research in the humanities and, to a lesser degree, and into account support from the Social Science Research Council, in the social sciences.
- 'Thank-Offering to Britain' European Research Fellowships**
The Academy offers post-doctoral Fellowships for up to three years for specific programmes of investigation on a topic of an economic, industrial, social, political, literary or historical character relating to the British Isles. Preference will be given to projects of modern period. Applications should be submitted by 31 March, 1980.

Further particulars of all Academy awards are obtainable from the Secretary, The British Academy, Burlington House, Piccadilly, London W1V 0NS (tel. 01-734 05).

Colleges and Institutes of Technology

ROBERT GORDON'S INSTITUTE
OF TECHNOLOGY, ABERDEEN
GRAY'S SCHOOL OF ART

LECTURER

In Jewellery/Metalwork.

Practising Jeweller/Metalworker with professional and/or teaching experience, to teach senior students of Jewellery and General Course students.

Salary scale in range £4,422-£8,391 per annum (under review).

Details from the Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen, AB9 1FR. (0224-574511).

DUNDEE COLLEGE OF TECHNOLOGY
Department of Electrical & Electronic EngineeringSENIOR LECTURESHP (A)
IN DIGITAL SYSTEMS

Applicants should possess a good honours degree in Electrical and/or Electronic Engineering and preferably a higher degree, together with appropriate industrial and/or research experience in digital systems and/or computers. The person appointed will be expected to teach in the honours degree level and to lead a research group. **Salary** (under review) £7,800-£8,675 (plus £3,855, with initial placing dependent upon approved previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application forms may be obtained from the Administrative Assistant (Establishment) to the College of Technology, Bell Street, Dundee, DD1 1BE, to whom applications should be lodged by 3 March 1980.

General Vacancies continued

NEWBATTLE ABBEY COLLEGE
STAFF TUTOR

Applications are invited for appointment as Staff Tutor at Newbattle Abbey College, a residential adult education offering a two-year Diploma course and other courses in Liberal Studies. The successful applicant will be primarily responsible for the maintenance of the college, and should also be prepared to contribute to the teaching of other Diploma subjects in the area of Politics. **Salary**, according to qualifications and experience, in the scale £4,422-£7,812 (under review). The appointment will take effect from the 1st September, 1980, or as soon as possible thereafter. Further particulars and application forms may be obtained from The Secretary to the Governors, Newbattle Abbey College, Dalkeith, Midlothian, EH22 6AL, to whom applications should be returned by 28th February, 1980.

General Vacancies

Third World
Teacher Training

Retiring soon? Career teacher? Teacher trainer? Voluntary Service Overseas needs resourceful, experienced teachers, for teacher training posts from September 1980.

Primary
Kiribati (Gilbert Islands): 5 posts for primary or middle-school-trained male teachers to upgrade English language teaching in primary schools.

Other posts for maths, science and English specialists in Tanzania, Papua New Guinea and Nigeria.

Secondary
Maths/science teacher trainers for Ghana, Sri Lanka and St Kitts, and modern language specialists to train teachers of English in Thailand.

Terms of service: local salary, but we provide fares, accommodation and NI/Superannuation contributions during the two-year posting.

For details of these and other Third World teaching opportunities tick the relevant box and send this advertisement to:

Education Room E13
Voluntary Service Overseas
9 Bolgrave Square, London SW1X 8PW
Voluntary Service Overseas

I am interested in Primary teacher training ☐

Secondary teacher training ☐ Other teaching posts ☐

Name

Address

My qualifications are

Announcements

SOCIAL SCIENCE RESEARCH COUNCIL

CHILDREN IN CARE
RESEARCH PROGRAMME

The report of an SSRC Exploratory Panel on research on Children in Care is now available. In it the Panel identifies four major areas where it wishes to encourage research:

- the effects of social and economic trends on care practices and policies;
- the decision-making processes involved in the care system;
- the evaluation of alternative forms of care;
- the perceptions of care by children and others involved in their care.

A detailed research programme is now being drawn up. Those interested in pursuing research falling within the Panel's priority areas are invited to write with outline proposals to: The Children in Care Research Development Officer, Mr. F. Loughran, Department of Social Administration, 8 Priory Road, Bletchley MK5 1TF.

Outline proposals should be sent before 31 March, 1980. Copies of the report 'Children in Care' are available from Mr. Loughran at the above address or from SSRC, Information Division, 1 Temple Avenue, London EC4V 0BD.

Research Posts

LONDON BUSINESS SCHOOL

CENTRE FOR
ECONOMIC FORECASTING

Following the appointment of Professor Terry Burns as Chief Economic Adviser to HM Treasury, we are seeking an economist to join our group working on macro-economic forecasting, research and policy analysis. Applicants should have experience in forecasting, model-building or applied econometrics. The appointment will be as senior research fellow (salary from 1st April on the scale £8,823 to £11,226) or senior research officer (salary from 1st April on the scale £5,993 to £9,510). It is possible that there may be more than one vacancy. Those who are interested or who seek further information are invited to write to:

ALAN BUDD

LONDON BUSINESS SCHOOL

LONDON BUSINESS SCHOOL

LONDON BUSINESS SCHOOL

LONDON BUSINESS SCHOOL

LONDON BUSINESS SCHOOL

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LONDON BUSINESS SCHOOL

Research Assistants

Applications are invited from graduates or post graduates with appropriate qualifications, for one or more posts of Research Assistant to work on a business history covering the first twenty-five years of nationalised railways in Britain. The author will be Dr. T.R. Gourvish.

The appointment will be initially for a two-year period, tenable from 1st April 1980, or as soon as possible thereafter. Salary will be at an appropriate point on the Research Council Scales. The Research Assistant/s appointed will be based in London W2.

Please apply, in the first instance, with a curriculum vitae and the names of two academic referees, to:-

Dr. T.R. Gourvish,
School of Social Studies,
University of East Anglia,
Norwich, NR4 7TJ.

To be received no later than 8th March, 1980.

Overseas

Applications are invited for the four posts of:

Head of the School of
Education

Professor of Education

Senior Lecturer in
EducationSenior Lecturer in
Mathematics Education

at the University of Bophuthatswana in Mmatlatheng (near Mafeking)—a new, non-racial, innovative institution in one of the most interesting and challenging parts of the African educational scene.

This is a unique opportunity to contribute to the planning and development of a School of Education which is due to accept its first students in April 1980.

The School of Education will comprise four clusters of subjects: Language Education, Social Education, Science and Mathematics Education, and, finally, Professional Studies in Education.

The Professor of Education will be the leader of this last-named cluster, whose initial staff will comprise at least six people.

For the professorship and the senior lectureship (Education) we would be particularly interested in candidates with special interests in the social and philosophical foundations of education, but applicants from any field of education are encouraged to apply. An orientation to innovation and to interdisciplinary teamwork is essential.

The senior lecturer (Mathematics Education) will function as a team member in the cluster of Science and Mathematics Education (Biology, Physics, Chemistry, and Mathematics).

Salaries: Head of School and Professor: R15 000 - R18 000 p.a. Senior Lecturer: R11 400 - R15 000 p.a.

Application: For further information, please contact Miss Jenny Lloyd, Chichester House, 278 High Holborn, London WC1V 7HE. Telephone 01 4005584.

Or address your application with full details of qualifications and experience to: The Registrar, University of Bophuthatswana, Private Bag 22046, Mmatlatheng, 0801, Bophuthatswana, Southern Africa.

Closing date for applications: 14 March 1980.

University of
BophuthatswanaUNIVERSITY OF SINGAPORE
PROFESSORSHIP
IN MATHEMATICS

Applications are invited for the post of Professor in the Department of Mathematics. Applicants should possess outstanding academic qualifications, have considerable University teaching and research experience and should have published works of originality and merit. The successful candidate will be expected to provide leadership to the teaching and research programmes of the department.

Annual emoluments range from \$65,430 to \$85,160 (including pension and gratuity). The successful candidate will be expected to provide leadership to the teaching and research programmes of the department.

For further information, please contact the Registrar, University of Singapore, Kent Ridge, Singapore 0511, giving their curriculum vitae and the names and addresses of three referees.

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LEICESTER

THE UNIVERSITY
DEPARTMENT OF CHEMISTRY

RESEARCH ASSOCIATE

Applications are invited for a Research Associate to work on the synthesis of new materials. The successful candidate will be expected to provide leadership to the teaching and research programmes of the department.

For further information, please contact the Registrar, University of Leicester, LE1 7RH. Telephone: 0533 771111.

MANCHESTER

THE UNIVERSITY

RESEARCH ASSISTANT

Applications are invited for a Research Assistant to work on the synthesis of new materials. The successful candidate will be expected to provide leadership to the teaching and research programmes of the department.

For further information, please contact the Registrar, University of Manchester, M13 9PL. Telephone: 061 275 1234.

Applications should be sent to: The Registrar, University of Manchester, M13 9PL. Telephone: 061 275 1234.

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Laurie Taylor



"London Weekend, Professor Lapping. Shall I put them through?"
"I... what was that Janet?"
"Nice to make her say it once more, London Weekend. So smart and efficient sounding. Actually, when you came to the point about it most television stations did have such exciting names. Anglia, Tyne-Tees, Granada. Unambiguous. Modern. So much more, well, with it, than crumbly old publishers like George Allen and Unwin and Routledge and Kegan Paul."
"London Weekend, Professor Lapping. Jason Clincock."
Jason Clincock. Excellent. He'd had a slight suspicion recently that he was being fobbed off with one or other of the 47 researchers who worked in the LWT academic affairs section. But Jason was the real thing: executive associate director of the fortnightly investigative programme *Hard Probe*, only 19 years old but already with a lower second in comparative ethics from Kent and widely tipped to move up in acting deputy programme director once the present series of programmes was "in the can".

"Good. Jason, you old furr!" (Imagining someone from Merlino being so refreshingly unaffiliated!) "Jeez... we had a night of it. You should have been there. I must have got through four bottles of red before we even put our noses into it. Then a couple of 'three in there'. These drapes. Then absolutely rotten into the Zanzibar. Three hours sleep then straight into the autumn schedule meeting."
"Good. Heavens," admitted Lapping. "Actually, I got pretty snatched myself last night. Completely pessed out in front of the television. Don't remember a thing. Felt like a steam-hammer this morning."
Anyway Gordon, a pretty good news. They're keen on the general idea. But the title's out. Thought it might be Mike Barlow. You know he's OMD of the CV section and will probably be moving up to deputy associate in local progress in the next reshuffle.

"Well he said 'Staff Aspects of Linguistics'. It sounds like a first year course at some second-rate poly. No offence meant. So most of us were for 'Where D'ya Get That Accent?' Like it?"
"Oh yes, much better. Nearly captures the colloquial slant of the programme."
"Good: that was the first thing. Secondly, they didn't like the idea of you as the presenter. Fitting at a desk with reference books. Even one had a look at the pilot and felt it was good as you were, and everyone thought you were a natural, that it was best to go for a professional here. You know, popular free-wheeling sort: everyone interested from the start."

"So that's Nicholas Barrow... if he agrees... and you'll come into it more as a sort of expert turn. We thought of the idea of putting you into a sort of sound-proof glass-box with 'Professor' written over this door, and then at certain moments in the programme when one of the contestants... Oh God, sorry forgot to mention the idea of contestants... anyway when the contestants can't answer and no one has played the Trivia Cube, you know like the Joker in *Knockout*, then a gong sounds and Nickers says 'Right! Let's ask the Prof.' Your phone rings in the sound-proof box and you give the answer."

"If you get it right then all the Hebe Flash and we play a few bars of *Three Little Birds*. I don't... and this isn't fixed but I don't think anyone's done it before, although someone said they'd seen something like it in the States. There'll be a show from Nickers of 'Drown the Prof' and then your seat will give away and you'll drop into what really is a pretty small pool of water..."

LETTERS TO THE EDITOR

Researchers' access to public records

Sir—The article by Professor Donald Watt (February 1) on government and information appears at an opportune moment, and you may like to know progress of the inquiry which the Lord Chancellor set up under my chairmanship concerning the selection and access to official records.

At the end of this letter I set out our Terms of Reference, which we have felt bound to interpret broadly: the members of the committee are Professor Margaret Cowling, Professor of the History of Science at Oxford, and Sir Paul Osmond, Secretary to the Church Commissioners. The Secretary is Mr Graham Aylett, seconded from the Department of Education and Science.

Last year we visited the Public Record Office and major government departments to see their records, and to discuss with them our written inquiries have been extensively covered the rest of the bodies generating public records. We have received helpful evidence, both written and oral, from a wide range of researchers and users of public records, among whom, I am happy to say, were Professor Watt himself and the two bodies, the NSRC and the British Academy,

whose interests he specially identified.

Our work is now to distil all that we have learned, to complete the examination and discussion of the points which arise, and to formulate recommendations to the Government. There is however just time for any of those with cogent points which they have not yet put to us to send them to the secretary of the committee at 38 Parliament Street, London SW1A 2NA. It was of course unfortunate that our target date for evidence last year was during the great Times silence, and I can assure you that we will do our best to take full account of any late views we now receive.

Terms of Reference
To review the arrangements for giving effect to those provisions of the Public Records Act 1958 and 1967 which relate to the selection of records for permanent preservation and to subsequent public access to them in the light of—
(1) The requirements of public business, of historical and other researchers, and of other users of public records generally, for an efficient records service;
(2) The volume of records generated by Government departments;
(3) Technological changes in the format and storage of records; and

(4) the staff and accommodation costs of maintaining public records and the need for economy in the use of resources;
and to make recommendations.
Yours faithfully,
SIR DUNCAN WILSON,
Public Records Committee.

Sir—Professor Watt's article on the release of official archive material for historical study omits to mention two relevant points. The first is the fact that an unchecked amount of preliminary weeding takes place that can and does do much to reduce the volume of particular files. Archive concepts are not simply deposited; it is, to use the current euphemism, "prepared". The second point is the existence and use of governmental discretion whereby the 30 year closure rule can be extended to 50 years and more.

It is understandable that public servants should now be nervous. Their position is vulnerable because they have persistently opted for, and been allowed, an administrative overkill.
Yours faithfully,
G. W. WHITMARSH,
Department of Education,
Warwick University.

Postage threat to publishing

Sir—An important area of publishing, with a worldwide dimension and a key role in the distribution of research and information, is under threat.

To reduce the cost of the postal service through the efficiency and overmanpowering of postal services, the recent round of postal increases and with further increases could raise 1981 rates to a per cent higher than 1979 rates and 100 per cent higher than 1974 rates. Many of the members are contemplating measures to reduce costs.

The consequences for the academic world of reductions in published restrictions on the number of pages, reduced frequency of publication, and even the appearance of some by-products, are not pleasant.

Most people sadly appear either to be unaware of this and blithely believe that the very existence of a national body will solve every question, or myopically ask the wrong questions such as whether the CDP or NATFHE should have more or fewer representatives, what the precise formula for the allocation of money to institutions should be, and so on. Too few people seem to be bothering to ask the really important questions: why do we need a national body in the first place? And what should its role and function be?

The first question is easier to answer than the second. There is a great deal of common ground about what is wrong with the old system of managing the non-university sector through an open-ended advanced further education "pool" and an arbitrary course approval system. The "pool" did not control the total resources available to institutions at all effectively—it certainly did not discriminate in a sensible way between them—but because it was enmeshed in the annual budgeting of local government the "pool" inhibited forward planning. No financial discipline, and no planning horizons—a formidable combination of evils.

In a similar way the creaking course approval system controlled the maximum of annoyance to the polytechnics and colleges with the minimum of positive control over the direction of the non-university sector. It is badly synchronized with the parallel working mechanism. It imposes petty restrictions according to almost mechanical criteria derived from the experience of further education which are often quite inappropriate to higher education institutions. Yet it fails to subject the non-university sector to the social control which Mr Crosland saw as one of its characteristic virtues.

There is much less common ground about what should be done. Under the previous Government the preferred solution was the creation of a national body, on which the local authorities would be heavily represented, with detailed executive functions, while individual local authorities would be left with a powerful blocking—some would say, spoiling—function through their

considerations that the university caters well for the enhancement of local culture and contributes significantly to education at other levels.

Yet in Hiroshima, although only 7 per cent thought their university did badly on these counts, a sense of social responsibility, a lively academic institution should always be of value to the community it serves. To dilute its concentration on teaching and research in pursuit of ill-defined ambitions would not be of benefit ultimately either to its students or to the surrounding area. More contact with the local community through increased awareness of the work of higher education and more open access to its facilities would be a long way towards improving the town/govt relationship. But institutions should not be panicked into establishing grandiose schemes at the expense of their traditional concerns because to do so would be to lay the foundations for a more serious problem in the future.

More sober voices warned against neglecting the primary functions of an academic institution in an obsession with community service. Not complete a swing upwards, too.

Letters for publication should be sent to the editor as early as possible and the editor reserves the right to cut or amend them as necessary.



HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

The case for a national body

It is difficult to imagine the continued control of a crucial margin of expenditure. This Oakes solution eventually attracted a grudging consensus in its favour.

Under the present Government the Oakes approach has been scrapped. In its place have been put desperate and threadbare expedients: "capping the pool" which means a total for poolable expenditure in spite of the fact that no satisfactory mechanism for allocation, let alone discrimination, between institutions has been found; and the "broad steer" which means a total for poolable expenditure in spite of the fact that no satisfactory mechanism for allocation, let alone discrimination, between institutions has been found.

So it is reasonably safe to predict that within three to five years some kind of national body will be created for the non-university sector. The idea of a national body much more than the prospect of a regional staff inspectorate with a remit.

The trouble with both the Oakes proposals and present policies for polytechnics and colleges is that they concentrate too much on detailed problems and too little on broad policy. Yet it is in the latter not the former that the real vacuum exists.

These detailed problems can be solved, most probably along the lines being followed by the present DES working group which is trying to devise cost norms for particular subjects. They can almost certainly be solved by a reform of the advanced further education "pool" as easily as by the creation of new institutions.

What cannot be done in informal and impermanent working groups is to argue about and decide the broad direction the non-university sector can be solved, most probably along the lines being followed by the present DES working group which is trying to devise cost norms for particular subjects. They can almost certainly be solved by a reform of the advanced further education "pool" as easily as by the creation of new institutions.

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A touch of professional rethinking



William Taylor

No-one would believe it from the headlines, but professional teacher education is still alive and (fairly) well and living on in 28 universities and a much larger number of polytechnics and other public sector colleges.

New teachers are still receiving their degrees and certificates and finding jobs in schools. The subject education continues to engage the attention and provide the bread and butter of a substantial body of lecturers and tutors. And there are still quasi-governmental and non-governmental, professional and independent groups concerned with the whole business of how teachers are recruited, selected, educated, trained, inducted, deployed, refresher, developed, reoriented, promoted and prepared for retirement.

Too many organizations? Probably. Do we need any more? Yes, at least one. The explanation, which is unlikely to appeal to sufferers from acrophobia, involves a bit of history.

During the period up to the 1972 White Paper the monotechnic nature of nearly all teacher education institutions and their grouping (with certain exceptions) in university-based area training organizations meant that the organization of discussion and consultation about teacher education courses and content was relatively straightforward. Developments over the past eight years have radically changed this picture. The disappearance of teacher education as an identifiable sector of higher education, the dissolution of the area training organizations, the diversification of institutions and courses, the management of retrenchment and increased priority for in-service education, have all altered the basis of professional discussion and consultation.

At regional level, the former ATC provincial network for the consideration of course and curricula within which staff of training institutions, representatives of employing and providing authorities, DES observers and members of the organized profession could take part, it seems unlikely that the gap left by their disappearance can or will be filled by the activities of regional advisory bodies, in whatever form these may finally be reconstituted.

Such bodies do not have the resources, research facilities and professional staff that were an essential element in the work of the former ATCs. Hence the proposal that new regional committees for teacher education be established, transitory in character, through which all those concerned with different aspects of teacher education, whether in schools, universities, polytechnics, university or CNAA-validated institutions of higher education or elsewhere could come together to consider matters of common professional concern.

But what about discussions of professional standards? Would it be possible to advise Professional Committees on the desiderata that any teacher preparation programme worthy of the name should embody as a condition of recognition as a qualified teacher? Could we, by this route, circumvent the existing log jam in progress towards a teachers' general council?

But first things first. An approving nod from the setting up of a JCET, the first meeting of ACSET would certainly help things along.

suspect, not very effective pattern of liaison committees has grown up between them. Most of them achieved representation on the former Advisory Committee on the Supply and Training of Teachers (ACSTT), but between 1973 and 1978, when it ceased to meet, ACSTT was almost entirely concerned with questions of numbers and teacher supply.

(Recommendations about the organisation and content of the new three and four year BEd degrees recommended in the 1972 White Paper were undertaken by an *ad hoc* committee set up by the CNA and UGC, not by ACSTT, which did not hold its first meeting until July 4, 1973.)

With the outlines of the post-1981 "minimum system" established, it was proposed that ACSTT should turn its attention to questions of course organisation and content. A working party was set up under the chairmanship of the chief officer of the CNA, the reports of which were circulated as consultative documents during the first part of 1978.

ACSTT is about to be reconstituted as the advisory committee on the supply and education of teachers. Is the new ACSET the right body to assume a national coordinating and consultative role in respect of the organization and content of teacher education?

Those who believe that ACSET should be the chosen instrument for the organization and individual involvement; there is face-to-face contact with Departmental officials and access to Ministers, and as ACSTT, the committee evolved a generally satisfactory pattern of sub-groups and style of working.

This conclusion does not command universal assent. For some, the ACSET will be wrongly constituted for the purpose of discussing professional issues. In particular, the strong representation of local authorities and other maintaining bodies, however appropriate it may be for considering questions of supply and organization, does not best serve the professional task of developing the content of teacher education and training.

By its nature, the committee cannot readily draw upon the specialist knowledge and information that is available within university institutions and their groupings (with certain exceptions) in university-based area training organizations meant that the organization of discussion and consultation about teacher education courses and content was relatively straightforward.

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